Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	GUIDING BEHAVIOUR
Unit ID:	EDECE3022
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Unit:

This course is designed to engage Pre-Service Teachers (PSTs) with current research and practices in guiding the behaviour of children from birth to eight years of age. PSTs will revisit the core principles of early childhood education to understand the importance of responsive and sensitive education and care for young children. A range of influences including developmental, social, cultural and environmental conditions that impact upon the child will be explored. This course will draw upon a range of theories with a particular emphasis on children's social and emotional development. PSTs will examine guidance principles and practices to develop a range of strategies to manage behaviour and support children's developing self-regulation. Responses to common challenges and diverse learners will be explored. PSTs will investigate strategies that foster ethical and professional relationships with children, families and professionals in a collaborative approach to behaviour guidance.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Identify principles of early years education and behaviour guidance approaches.

K2. Describe social emotional development and consider how this may impact on young children's behaviour.

K3. Examine a range of influences on children's behaviour, including culture, environments, relationships and guidance approaches.

K4. Identify guidance approaches to support positive self-esteem, sense of belonging and autonomy for diverse children.

K5. Identify ethical strategies to collaborate with parents/carers and children, maintaining dignity and confidentiality.

Skills:

S1. Integrate child development theory, particularly around social and emotional development, into teaching practice.

S2. Select a range of strategies and approaches that are responsive to a diverse range of strengths and needs in culturally sensitive ways.

S3. Identify theoretical perspectives, ethical strategies and practices in policy that will drive quality service provision for all children and families.

S4. Clearly communicate guidance approaches and strategies and identify professional learning needs.

Application of knowledge and skills:

A1. Apply strategies that support children's self-esteem, sense of belonging and autonomy.

A2. Develop socially inclusive strategies to guide children's behaviour and assist in the development of skills that enable self-regulation.

A3. Integrate relevant research and inclusive strategies to improve and apply service level policy that aligns with current frameworks and legislative requirements.

Unit Content:

Topics may include:

- Principles of early years education
- Principles of behaviour guidance approaches
- Social and emotional development
- Understanding emotions
- Building positive relationships through verbal and non-verbal communication
- Rethinking space, materials, timing and transitions
- Building resilience in children
- Meeting the needs of children for safety, wellbeing, self-esteem, sense of belonging and autonomy

- Influences on behaviour
- Guidance strategies and practices, including those are responsive to diverse learner needs and backgrounds that meet legislative requirements
- Planning using differentiation to cater for a range of diverse learners
- Making ethical judgement and decisions.
- Collaboration with children, families and colleagues

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K1, K3, K4, K5, S1, S2, S4, A1, A2, A3	AT1, AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	S1, S3, A2, A3	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving	K1, K3, S1, A2	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities	K5, A3	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	K3, K5, S2, S3, A2, A3	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S4, A1; APST: 1.5, 1.6, 4.4, 7.3	Behavior Guidance Presentation Explain a guidance approach and how guidance rather than controlling practices can support diverse children in the context of early childhood education. Discuss social and emotional development making links to relevant theories and professional documents.	Presentation	40-60%
K3, K4, K5, S1, S2, S3, S4, A1, A2, A3; APST: 1.5, 1.6, 3.1, 3.2, 3.3, 3.5,3.7 4.1, 4.4, 7.3	Behaviour Guidance Plan Using the learner profiles, policy and educational context provided devise a behaviour guidance plan, including clear goals, for the children profiled. Revise the policy, schedule and curriculum plan. Identify relevant professional learning and resources and develop strategies to provide a personalised behaviour guidance plan that would support the child in context.	Behaviour Plan	40-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students

3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Advanced
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Advanced
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	Yes	Advanced
4. Create and maintain supportive and safe learning environments		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced

4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Advanced

Professional Engagement

7. Engage professionally with colleagues, parents/carers and the community

7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Yes	Advanced