Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Building Positive Learning Environments
Unit ID:	EDMAS6065
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:

This unit focuses on how to build positive learning environments where all students can learn effectively and flourish. Using an ecological model, PSTs examine the complex factors that influence student behaviours in classrooms. They examine research-informed approaches for creating calm and productive learning environments, for developing learning routines and growth mindsets, for establishing values and clarifying expectations, and for proactively preventing disruptive behaviours and enhancing student responsibility. PSTs learn about effective communication skills and ways to build positive relationships with students and parents/carers. They learn how to manage challenging behaviours, use restorative approaches, become trauma informed practitioners, and about whole-school approaches that foster positive action and consistency. PSTs also examine teacher resilience and reflect on strategies to enhance personal wellbeing.

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

Work Experience:

No work experience

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:

On successful completion of the course the students are expected to be able to:

Knowledge:

K1. Examine an ecological approach to classroom management and the way diverse factors interact to create a healthy, productive learning environment for all.

K2. Identify relational approaches that build growth mindsets, motivation, trust, respect, responsibility, self-belief and rigor.

K3. Examine a range of routines and preventative strategies that enhance positive behaviours and establish a structured, safe and respectful learning environment.

K4. Understand the complex reasons behind challenging behaviours exhibited by students and identify appropriate strategies for dealing with concerns.

K5. Identify communication skills and strategies that build positive relationships with students and parents/carers.

K6. Understand and appreciate the value of restorative practices and whole school approaches for managing behaviours.

K7. Examine trauma informed practices.

K8. Describe strategies that support teachers' wellbeing, safety and resilience.

Skills:

S1. Use effective verbal and non-verbal communication and interpersonal skills and model desired behaviour and values.

S2. Apply complex problem-solving skills and strategic thinking.

S3. Analyse challenging classroom situations and identify effective strategies for managing behaviours in context.

S4. Conduct research and make purposeful, meaningful theory/practice connections.

S5. Plan approaches for building a positive learning environment for all and trial and evaluate approaches through feedback and reflective practice.

S6. Build personal resilience and confidence.

Application of knowledge and skills:

A1. Observe and interview an experienced teacher with a focus on their behaviour management approaches with links to research and personal practice.

A2. Develop an action plan for creating a positive learning environment including the features of a positive, inclusive classroom learning environment; ways to build relationships with and between students and parents/carers; an examination of factors that impact on behaviour including physical, social, emotional and intellectual development and characteristics; routines and preventative approaches for building a positive, safe classroom ecology; behaviour management strategies suitable for different types of behaviour; and strategies for dealing with one's own wellbeing and stress management.

Unit Content:

- Understanding classroom ecology: building relational schools and positive, dynamic learning environments.
- Understanding the complex factors that influence student behaviour.
- Preventing disruptive behaviour through strategic action, routines, and clear communication.
- Building growth mindsets and helping students to take responsibility for their behaviours.
- Understanding and managing challenging behaviours.
- Trauma informed teaching practices.
- Restorative practices and whole school approaches to managing behaviours.
- Strategies for supporting teacher wellbeing and resilience.

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 an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams	K5, K6, K7, S1, S4, S6, A1	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	Students will demonstrate a mastery in professional skills and behaviours in leading others. Students will be required to display skills in: • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations	S2, S3, S6, A2	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrating a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning	K1, K2, K3, K4, K7, S2, S3, S4, S5	AT1, AT2
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities	S2, S4	AT1, AT2
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrating informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrating the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life.	K1, K2, K3, K4, K6, K7, K8, S2, S3, S5	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K5, K6, S1, S2, S3, S4, A1	Observe and interview an experienced teacher with a focus on their behaviour management approaches with links to research and personal practice.	Case Study	40-50%
K1, K2, K3, K4, K5, K6, K7, K8, S2, S3, S4, S5, S6, A2	Develop an action plan for creating a positive learning environment including the features of a positive, inclusive classroom learning environment; an examination of factors that impact on behaviour including physical, social, emotional and intellectual development and characteristics; behaviour management strategies suitable for different types of behaviour; ways to build relationships with and between students; teaching strategies responsive to the learning strengths and needs of a range of students; and strategies for dealing with one's own wellbeing and stress management.	Action Plan	50-60%

Adopted Reference Style:

Other (APA 7th Edition)

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		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Introductory
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	Introductory
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	Introductory
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Introductory
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Introductory
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Introductory
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Introductory
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Introductory
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	Introductory

4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Introductory
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Introductory
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Introductory