School of Education

EDUC6080: Whole School Approaches to Supporting Student Behaviour

Online

Semester 1 - 2024

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	Introduces the range of approaches to managing student behaviour including what a whole-school approach is; the Effective Behaviour Support Model; the importance of whole school approaches in the context of the home, school and community; and whole school approaches such as discipline and restitution models and their implementation.
Contact Hours	**Integrated Learning Session** Online 2 hour(s) per Week for Full Term Equivalent 2hrs per week face to face.
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	**Online** Dr Judith Foggett Judith.Foggett@newcastle.edu.au (02) 4921 7154 Consultation: please email for an appointment
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	**School of Education** VG30 V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content

Examine the effectiveness of whole school approaches in the provision of quality interventions in the field of emotional disturbance and behaviour problems.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. explain why whole school approaches in managing problem behaviour is effective

2. describe a whole school behaviour model and its application in schools.

3. recognise the link between whole school approaches, home, school and community issues.

4. locate various electronic resources on whole school approaches

5. understand their local school community and the use of both student and staff development resources

Course Materials

Required Reading:

Please find access to all course materials on CANVAS. Course Readings are accessed via the tab on our course page

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to whole school approaches -	Online Zoom introduction to Whole school approaches Tuesdays 6 pm	
2	4 Mar	Introduction to whole school approaches -		
3	11 Mar	Introduction to whole school approaches -	Fortnight Zoom check in Tuesday 6 pm	
4	18 Mar	Effective Behaviour Support Model and its application to schools	as above	Assignment 1 due Sunday 11.59 pm
5	25 Mar	Effective Behaviour Support Model and its application to schools	Fortnight Zoom check-in Tuesday 6 pm	
6	8 Apr	Effective Behaviour Support Model and its application to schools	as above	
		Mid Term Break		
		Mid Term Break		
7	29 Apr	Specific whole school approaches (e.g., bullying, resilience) and the use of both student and staff development resources	Fortnight Zoom check-in Tuesday 6 pm	
8	6 May	Specific whole school approaches (e.g., bullying, resilience) and the use of both student and staff development resources		
9	13 May	School and Community Issues and Whole school approaches	Fortnight Zoom check-in Tuesday 6 pm	Assignment 2 due Sunday 11.59 pm
10	20 May	School and Community Issues and Whole school approaches		
11	27 May	School and Community Issues and Whole school approaches	Final Zoom Tuesday 6 pm	
12	3 June	Review and Whole School approaches	as above	Assignment 3 due Sunday 11.59 pm
13	10 June	Review and Whole School approaches		
		Examination Period		
		Examination Period		

ASSESSMENTS

This course has three assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1	Sunday Week 4 11.59 pm	Individual	35%	4
2	Essays/Written Assignments and case study	Sunday Week 9 11.59 pm	Individual	35%	1, 2, 3
3	Assignment 2	Sunday Week 12 11.59 pm	Individual	30%	3, 5

| Late Submissions | The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days. |

Assessment 1 - Assignment 1

Assessment Type	Written Assignment
Purpose	To locate various electronic resources on whole school approaches. Your task is to collect information about whole school approaches from other education departments or government sites both nationally and internationally.
Description	Your task is to report on three (3) educational sites from the web that focus/discuss whole school approaches for managing problem behaviour. The assignment is in two parts.

Part A
Create a web list of three (3) sites and provide a brief overview of its content and information about the benefits of whole school approaches and an example and overview of one piece of the research to which the website refers. You can only use one website from your own state or country and two from international sources (a country not your own). For example, if you live in NSW you could have the NSW Department of Education, plus one from the Victorian Department of Education plus one from the Canadian education department and one from Washington State USA. Format the overview of the chosen site using the format provided in the example on Canvas. Details for each website should include website plus correct referencing.

Each website information and research overview to be a maximum of 300 (+ or − 10%) words (excluding references).

Part B
Select one of the websites from Part A to post on the Discussion Forum on Canvas. Your submission should contain the website URL and three brief points of why you have selected this website for submission. The purpose of this submission is to share with others in the course a website on whole school approaches and a brief overview of its content. (100 words)

See Canvas for further important details. |
Weighting	35%
Length	1000 words
Due Date	11.59pm Sunday Week 4
Submission Method	Online
Assessment Criteria	Part A - Website information and task /30 (each website is out of 10 marks)
Part B - Forum submission /5
Detailed rubric on Canvas
Return Method
Feedback Provided	Online
Online

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Assessment 2 - Essays/Written Assignments and Case Study

Assessment Type	Written Assignment
Purpose	To describe a whole school behaviour model and its application in an Australian case study using an international whole school approach framework
Description	Look at either the primary or high school, school scenario that informs you of details of the school and its population, composition, strengths and needs. You have been tasked as a teacher of either the primary school or high school to present to your school staff about the framework Positive Behaviour Intervention Support (PBIS) for managing problem behaviour and emotional disturbance. Using a webcam or other filming device film a ten minute introductory presentation to staff on how the school would need to go about developing a Whole School Approach to behaviour management based on information and research evidence you get from the www.pbis.org. website. What would you need to consider for this school and its staff? How will you ensure that differences in approaches currently being experienced in your school can be overcome? What sort of evidence can you use to convince the school staff? Ensure you consider both the evidence on the pbis.org site and the school scenario information in your presentation. Advice on using a webcam can be found on Canvas
Weighting	35%
Length	1000 words
Due Date	11.59pm Sunday Week 9
Submission Method	Canvas online First, following the instructions given to you on Canvas upload your presentation to the Canvas portal. Second, the references and information used from the www.pbis.org site to convince your staff and develop your presentation, must be placed in a reference list and submitted to the assignment submission point on the course canvas site.
Assessment Criteria	Rubric will be on Canvas
Return Method **Feedback Provided**	Online Online

Assessment 3 - Essays/ Written Assignments

Assessment Type	Written Assignment
Purpose	To recognise the link between whole school approaches, home, school and community issues. To understand the local school community and the use of both student and staff development resources.
Description	Provide a directory and a review of the supports and services available to your school and its community for supporting problem behaviour of students. This assignment is in two parts. Part One (500 words): You lead a committee in school on finding suitable supports for problem behaviour in your local school and community. This includes educational departmental support, other government agencies, formal and informal community support and services for students, families and teachers. Create a directory for parents and school personnel about the supports and services available to the school and families. In the directory, you should name the service or support and provide a brief description. The directory should be no longer than three pages and a minimum of two pages (see example on Canvas). Part Two: The executive committee (principal and executive) has requested that you review the available services and supports and suggest other supports and services or improved ones that may be of benefit to the school. You must briefly explain why there are inadequate/adequate services and supports. Use research articles from the suggested reading list or journal articles that you find to justify your explanation. This is not a formal essay and an introduction and conclusion are not required. However, you are expected to use research to justify your review. A maximum of two pages (or 1,000 words) writing plus a reference list is required.
Weighting	30%
Length	1500 words
Due Date	11.59pm Sunday Week 12
Submission Method	Online
Assessment Criteria	Directory/list content /10 Review of services and supports /15 Presentation /5 Detailed Rubric on Canvas
Return Method **Feedback Provided**	Online Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the Student Academic Integrity Policy for more information

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
1.   the assessment item is a major assessment item; or
2.   the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3.   you are requesting a change of placement; or
4.   the course has a compulsory attendance requirement.
Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure.

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System.

Students should familiarise themselves with the policies and procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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Rubric: Part A EDUC6080 Assignment One – Each report 10% x 3

	High	Satisfactory	Low/unsatisfactory
	6-7	4-5	0-3
Structure Content/Information /7 • Organisation • Flow of thought • Transition • Format • Clarity of purpose	Report is logically organised, easily followed, effective and smooth transitions, professional formats. The report is well developed and clarity of purpose of document reported is exhibited throughout.	Report is satisfactory, easily followed, and mostly effective and has some smooth transitions, mostly professional formats. The report is mostly well developed and clarity of purpose of document reported is mostly exhibited throughout.	There is some level or no level of organisation. Is difficult to follow has little to no smooth transitions, unprofessional formats. The report is not well developed and clarity of purpose of document reported is occasionally or not exhibited throughout.
	3	2	0-1
Grammar/mechanics/referencing /3 • Vocabulary • Sentence structure • Referencing	No punctuation or mechanical errors. Referencing is correct.	Mostly correct punctuation and mechanical attributes and referencing are mostly correct.	Punctuation and mechanics are poor and more than three errors in references.

Rubric: Part B EDUC6080 Assignment One – 5%

One mark for each	
Name inserted	
Website URL	
Point One	
Point Two	
Point Three	

Rubric: Part A EDUC6080 Assignment One – Each report 10% x 3

Structure Content/Information Report 1: /7 Report 2: /7 Report 3: /7   Total: /21

- Organisation
- Flow of thought
- Transition
- Format
- Clarity of purpose

Grammar/mechanics/referencing Report 1: /3 Report 2: /3 Report 3: /3   Total: /9

- Vocabulary
- Sentence structure
- Referencing

Grand Total: /30

EDUC6080 Assignment Two Rubric

	0-2.5	3-6.5	7-8.5	9-10
Organisation of Information	There is no clear plan for the organization of information. Ideas are not in a logical order with few to no transitions between the major ideas from the PBIS website and the case study. The task does not support the theme/content of the presentation.	Some information is logically sequenced. Ideas are sometimes in a logical order with some transitions between the major ideas from the PBIS website and the case study. Some parts of the task support the theme/content of the presentation.	Most information is organized in a clear, logical way. Ideas are mostly presented in a logical order with mostly effective transitions between the major ideas from the PBIS website and the case study. All parts of the task have some partial completion and support most of theme/content of the presentation.	Information is organized in a clear, logical way. Ideas are presented in a logical order with effective transitions between the major ideas from the PBIS website and the case study. All parts of the task are completed fully and support the theme/content of the presentation.
	0-3.5	**4-6.5**	**7-8.5**	**9-10**
Effective communication and quality of information and sources	There is no effective message support provided in the form of facts. There are no examples of sourcing to support ideas about PBIS and the case study. Some or no sources are not accurately documented.	There is some effective message support provided in the form of facts. There are a few examples of sourcing which is mostly current and supports some of the major ideas about PBIS and the case study. Improvement needed. All sources are accurately documented, but two or more are not in the desired format.	There is mostly an effective message support provided in the form of facts. Sourcing is mostly current and supports most of the major ideas about PBIS and the case study. All sources are accurately documented, but one is not in the desired format.	There is an effective message support provided in the form of facts. Sourcing is current and supports major ideas about PBIS and the case study. All sources are accurately documented in the desired format.
	0-4.5	**5-7.5**	**8-10.5**	**11-15**
Presentation	Mostly poor volume and energy, proper pace and diction. Little or no reference is made to literature or the key concepts of PBIS website or the framework. The case study is mostly not applied to the task.	Mostly good volume and energy, proper pace and diction. The speaker is often inaccurate or incomplete. Little or some attempt is provided with some helpful explanation of key concepts, PBIS website and framework drawing upon minimal literature. A few attempts at helpful application occasionally illuminates the case study.	Good volume and energy, proper pace and diction. For the most part speaker provides an accurate and complete Some helpful explanation of key concepts, PBIS website and framework drawing upon relevant literature are present. Some helpful application illuminates the case study.	Excellent volume and energy, proper pace and diction. Speaker provides an accurate and complete explanation of key concepts, PBIS website and framework drawing upon relevant literature. Application illuminates the case study.

EDUC6080 Assignment Three Marking Rubric

Criteria	Fail	Pass - Credit	Distinction - HD
Directory/list content – services and supports (*a mixture of specific school resources, educational personnel, internet community resources, private sector)* 10 marks	0 - 4.5 marks A limited range with none or little diversity of content explored for behavioural supports and services available for the school and its community.	5 – 7 marks A good range and some diversity of content explored for behavioural supports and services available for the school and its community.	7.5 – 10 marks A diverse range of diverse content explored for behavioural supports and services available for the school and its community.
Critique of services and supports *(adequate or inadequate services and supports – why adequate or why not adequate?)* 15 marks	0 – 7 marks An inadequate to limited identification of recent issues/practices and explanation of strengths and gaps in behaviour supports compared to research. Research evidence/theory compared and/or contrasted with limited or no links to key points made concerning the strengths and gaps of behaviour supports. Limited or little general links to research evidence/theory of behaviour supports in for school communities. Little to no discussion on research to practice.	7.5 – 11 marks A general identification of relevant issues/practices and explanation of strengths and gaps in behaviour supports compared to research. Research evidence/theory compared and/or contrasted with some links to key points made concerning the strengths and gaps of behaviour supports. Broad and general links to research evidence/theory of behaviour supports in for school communities. Adequate discussion on research to practice.	11.5 -15 marks Comprehensive identification of recent issues/practices and explanation of strengths and gaps in behaviour supports compared to research. Insightful reflections on application of the research evidence/theory compared and/or contrasted onto key points made concerning the strengths and gaps of behaviour supports. Substantial and well integrated links to research evidence/theory of behaviour supports in for school communities. Integrated and substantial discussion on research to practice.
Presentation (*sentence structure, paragraphing, referencing, mechanics of writing)* 5 marks	0 - 2 marks Readability of text impeded by poor, inaccurate or inadequate presentation of grammar, sentence length, punctuation paragraphing, structure and organisation, including the use of headings and APA style.	2.5 - 3.5 marks Readability of text assisted by adequate to mostly accurate presentation of grammar, sentence length, punctuation paragraphing, structure and organisation, including the use of headings. Accurate use of APA style.	4 - 5 marks Readability of text assisted by consistent and accurate presentation of grammar, sentence length, punctuation paragraphing, structure and organisation, including the use of headings. Accurate use of APA style.