

TEAC 7112 PROSOCIAL LEARNING ENVIRONMENTS

Credit Points 10

Legacy Code 101105

Coordinator Yvette Barton ([https://directory.westernsydney.edu.au/search/name/Yvette Barton/](https://directory.westernsydney.edu.au/search/name/Yvette%20Barton/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. Educators have a key responsibility for guiding and leading children in the development of self-discipline, moral autonomy, and a sense of social belonging and wellbeing while acknowledging developmental needs, pluralistic community values, expectations, standards, norms and rules. Despite increased knowledge of child development and children's social and cultural contexts, the guidance and management of children's behaviour remains a contentious area for educators, parents and children. This subject will provide students with the opportunity to focus in depth on a range of approaches to behaviour, social interactions and guidance, to reflect on the impact of these approaches on children's development and learning, and to critically evaluate their personal and professional dispositions regarding behaviour and guidance. The subject also focuses on the design of learning environments that promote engaged learning and a positive physical and socio-emotional climate.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled 1691 Master of Teaching (Birth ? 5 Years / Birth ? 12 Years), 1670 Bachelor of Education (Birth ? 5 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

Learning Outcomes

1. Evaluate theories related to learning prosocial behaviours that include consideration of developmental continuums, individual and socio-cultural differences and behaviour and identify strategies for accommodating this diversity.
2. Explain the importance of children's mental health and sense of wellbeing for their overall development and learning.
3. Explain the importance of children's understandings of themselves and others and children's capacity to make informed life choices.
4. Describe the impact of guidance strategies and techniques on children's learning, wellbeing and self-concept development.
5. Evaluate the impact of environmental factors on individual and group behaviour in educational settings and organise learning environments in ways that promote positive behaviours.
6. Explain personal and professional dispositions and preferences in relation to learning and teaching, with a particular emphasis on monitoring and guiding children's behaviour.
7. Generate a defensible, scholarly position regarding professional approaches to behaviour and guidance of individuals and groups of children.
8. Utilise a repertoire of strategies to promote positive interactions and guide children's behaviour and examine the implications of these strategies for individual and group management.

Subject Content

1. Social and emotional needs of children and adults.
2. Diversity in children's family and community contexts, learning and behavioural styles: need for contextually and culturally appropriate guidance and individualised guidance for children with additional needs.
3. The impact of families on children's learning, behaviour and development; family roles and social issues; family dynamics and the implications of these for children's learning and behaviour.
4. Strategies to assist children to make informed lifestyle choices.
5. Developmental factors associated with typical behaviours of children, e.g. social cognition; memory and perception; temperament; moral development; self-concept development.
6. Critique of theoretical models of guiding and managing children's behaviour, e.g. control (Dobson, Canter, Jones); management (Rogers, Dreikurs, Glasser); influence (Gordon); analysis of related assumptions and strategies; impact on adult-child relationships and children's self-concept.
7. Professional approaches to guiding children's behaviour – analysis of eclecticism as selective and combined use of techniques and strategies; unintended and intended outcomes of eclecticism; mixed models of behaviour guidance; implications of an eclectic approach for teaching and learning.
8. Constructive guidance and behaviour management policies - critical assessments of theoretical models; focused understanding of individual, group and community needs; developing professionally sound, philosophically cohesive and practical policies; school/service professional development program.
9. Behavioural assessment – purpose, approaches, legal implications, involvement of children and parents.
10. The impact of physical and human environments on learning and on prosocial behaviours: designing learning environments that promote a positive physical and socio-emotional climate

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Report	2,000 words	50	N	Individual

Teaching Periods

Autumn (2022)

Bankstown

Day

Subject Contact Yvette Barton ([https://directory.westernsydney.edu.au/search/name/Yvette Barton/](https://directory.westernsydney.edu.au/search/name/Yvette%20Barton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7112_22-AUT_BA_D#subjects)

Autumn (2023)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7112_23-AUT_BK_1#subjects)