



EDED11456 Communication in Educational Environments

Term 2 - 2021

Profile information current as at 08/06/2025 06:44 am

All details in this unit profile for EDED11456 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Communication in Educational Environments introduces students to the importance of interpersonal communication and social skills in contemporary education and care settings characterised by diversity. Students develop an understanding of the links between effective verbal and non-verbal communication skills, cultural sensitivity and teacher efficacy; and explain the importance of using these strategies to engage with culturally diverse groups including Aboriginal and Torres Strait Islander learners and their families. Both analytical and practical knowledge of interpersonal skills and constructive communication strategies that establish collaborative relationships with learners, parents and carers and colleagues to support learning and engagement and maximise educational opportunities for all students are emphasised in this unit.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2021

- Bundaberg
- Cairns
- Gladstone
- Mackay City
- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical and Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation and lecturer observation.

Feedback

Distance Zoom sessions are too short.

Recommendation

Distance tutorials for 2021 will run for an hour and a half.

Feedback from Student evaluations.

Feedback

Underuse of text book.

Recommendation

All texts will be available online through the eReading List.

Feedback from Distance lecturer.

Feedback

Rewording/reworking of AT1 on Moodle pages.

Recommendation

All pages that refer to AT1 will be aligned.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Interpret research and theory on teacher efficacy to explain how educators can use ICTs and interpersonal skills to collaborate and communicate with students and / or parents and carers from diverse backgrounds
2. Propose communication strategies that educators could use to advocate for the learning, interests and engagement needs of children and/or school-aged students
3. Illustrate communication skills and strategies that address the communicative and identity needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including ATSI students and their families
4. Analyse and evaluate personal and professional strengths and weaknesses in the use of communication skills for building productive relationships with students, families and communities
5. Apply a range of pedagogical strategies to extend and develop children's capabilities as effective and confident communicators
6. Select and justify communication strategies for responding to challenging situations that arise when working with students, parents and colleagues in an inclusive education context.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 3.5 Use effective classroom communication
- 3.7 Engage parents/carers in the educative process
- 4.1 Support student participation
- 4.2 Manage classroom activities
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 7.3 Engage with the parents/carers

In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Practical and Written Assessment - 50%	•	•	•	•	•	
2 - Written Assessment - 50%	•	•	•			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	•
2 - Problem Solving			•		•	•
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy	•	•			•	•
5 - Team Work				•		
6 - Information Technology Competence	•		•		•	
7 - Cross Cultural Competence	•		•		•	•
8 - Ethical practice			•		•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 50%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 50%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Nadia Mead Unit Coordinator
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Schedule

Week 1 - Introduction to communication - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to communication	Howell, J. (2014). <i>Teaching & learning : Building effective pedagogies</i>, South Melbourne, Victoria Oxford University Press. Chapter 10 Pages 315 - 322 Kossen, C., Kiernan, E., & Lawrence, J. (2017). <i>Communicating for Success (Pearson Original Edition)</i> . (2nd ed.). Port Melbourne: Pearson Education Australia. Queensland Government. (2019). <i>Communication</i> . https://education.qld.gov.au/parents-and-carers/community-engagement/schools/communication	Read overview of Assessment Task 1

Week 2 - Interpersonal communication - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Interpersonal communication	Howell, J. (2014). <i>Teaching & learning : Building effective pedagogies</i>, South Melbourne, Victoria Oxford University Press. Chapter 10 Pages 322 - 327 Apricot Training Management Ltd. (2013). <i>Understanding the Johari Window</i> . https://www.selfawareness.org.uk/news/understanding-the-johari-window-model Lewis, G. & Slade, C. (1994). <i>Critical Communication</i> . Sydney, NSW: Prentice Hall.	Folio Task 1 - Interpersonal Perceptions

Week 3 - Channels of communication - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Channels of communication	Crawley, B. (2013). Full-Circle Support: Creating Successful Connections between Home and School. <i>Independent School (Boston, Mass.)</i> , 72(2), Independent school (Boston, Mass.), 2013, Vol.72(2). Geikhman, Y. (n.d.). <i>How to Improve Your English Spelling: 9 Easy Techniques</i> . https://www.fluentu.com/blog/english/how-to-improve-english-spelling/ Hughes, P., & MacNaughton, G. (1999). <i>Communication in early childhood services</i> . Melbourne, VIC: RMIT Publishing. Northern Illinois University. (n.d.). Punctuation Self-Test. https://www.niu.edu/writingtutorial/punctuation/quizzes/PunctuationSelfTest.htm Scott, S. (2014, May 15). 10 Common Punctuation Mistakes and How to Avoid Them. https://www.walsworth.com/blog/10-common-punctuation-mistakes-avoid Zantal-Weiner, A. 2018, August 8). <i>30 of the Most Common Grammatical Errors We All Need to Stop Making</i> . https://blog.hubspot.com/marketing/common-grammar-mistakes-list	Folio Task 2 - Written communication

Week 4 - Speaking skills - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Howell, J. (2014). *Teaching & learning : Building effective pedagogies*, South Melbourne, Victoria Oxford University Press.

Chapter 10 Pages 337 - 339

Oczkus, L., & International Reading Association. (2012). *Best ever literacy survival tips : 72 lessons you can't teach without*. Newark, DE: International Reading Association.

Simonds, C., & Cooper, P. (2011). *Communication for the classroom teacher* (9th ed.). Boston: Allyn & Bacon, pp. 143-150.

Oral presentations and effective speaking skills

Folio Task 3 - Preparing for Reading

Week 5 - Listening and questioning - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Howell, J. (2014). *Teaching & learning : Building effective pedagogies*, South Melbourne, Victoria Oxford University Press.

Chapter 10 Pages 340 - 349

Gordon, T (2003) Teacher effectiveness training. First Revised Edition. New York: Three Rivers Press

Griffin, C. (2014). *Listening : [Invitation to Human Communication]*, Invitation to human communication / Cindy L. Griffin, pp. 109-114.

Kehoe, D., & Alston, D. (2007). *Effective communication : 25 action-based articles showing you what and how to*

communicate for maximum effectiveness (Management in action series). North Ryde, N.S.W.: McGraw-Hill.

McCroskey, J., Richmond, V., & McCroskey, Linda L. (2006).

Common Classroom

Communication Problems,

Introduction to communication in the classroom : the role of communication in teaching and training / James C. McCroskey, Virginia P. Richmond, Linda L. McCroskey, pp. 37-48.

Simonds, Cooper, & Cooper, Pamela J. (2011).

Communication for the classroom teacher (9th ed.).

Boston: Allyn & Bacon, pp. 107-114.

Listening and questioning

Folio Task 4 - Questioning

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Complete Folio Tasks 1-4. Begin work on Part B.

Week 6 - Non verbal communication - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Non verbal communication	<p>Department of Education and Training, and the Arts. (2007). <i>Essential Skills for Classroom Management</i>. Australian Government. https://moodle.cqu.edu.au/pluginfile.php/3635067/mod_book/chapter/100560/corelearningessentialskills.pdf</p> <p>Kossen, C., Kiernan, E., & Lawrence, J. (2017). <i>Communication for Success</i> (Pearson Original Edition). (2nd ed.). Port Melbourne: Pearson Education Australia</p> <p>Verderber, K., Verderber, R., & Sellnow, D. (2014). <i>Communicate!</i> (14th ed.). Boston, MA: Cengage.</p> <p>Wood, J. (2013). <i>Interpersonal communication: everyday encounters</i>. Boston, MA: Cengage.</p>	Folio Task 5 - Non verbal Communication

Week 7 - Impact of culture on communication - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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DeVito, J. (2005). *Messages: Building interpersonal communication skills*. (6th ed.). Boston, MA: Pearson.

Hofstede Insights. (n.d.). *National Culture*. <https://hi.hofstede-insights.com/national-culture>

Hofstede, G., Minkov, G., & Minkov, Michael. (2010). *Cultures and organizations : Software of the mind : Intercultural cooperation and its importance for survival* (3rd ed.). New York: McGraw-Hill.

Kossen, C., Kiernan, E., & Lawrence, J. (2017). *Communicating for Success (Pearson Original Edition)*. (2nd ed.). Port Melbourne: Pearson Education Australia.

Trenholm, S., & Jensen, A. (2004). *Interpersonal communication* (5th ed.). New York: Oxford University Press.

Communication Folio Due: Week 7
Monday (30 Aug 2021) 11:59 pm
AEST

<p>Building relationships to effectively manage the classroom</p>	<p>Beaman, R., & Wheldall, K. (2000). Teachers' Use of Approval and Disapproval in the Classroom. <i>Educational Psychology</i>, 20(4), 431-446.</p> <p>Groundwater-Smith, S., Ewing, R., & LeCornu, K. (2007). <i>Teaching challenges and dilemmas</i>. (3rd ed.) South Melbourne, VIC: Thomson.</p> <p>Howell, J. (2014). <i>Teaching & learning : Building effective pedagogies</i>, South Melbourne, Victoria Oxford University Press.</p> <p>Lewis, R., Romi, S., Qui, X., & Katz, Y. (2005). Teachers' classroom discipline and student misbehavior in Australia, China and Israel. <i>Teaching and Teacher Education</i>, 21(6), 729-741.</p> <p>Lewis, R. (2008). <i>The Developmental Management Approach to Classroom Behaviour Responding to Individual Needs</i>. Camberwell: Australian Council for Educational Research.</p> <p>Miles, P. (2003). Don't just stand there, yell something: Behaviour management techniques for classroom teachers. North Ryde, NSW: McGraw Hill. pp. 129-133.</p> <p>The State of Queensland, (Department of Education). (2020). <i>Student discipline</i>, Brisbane, QLD: Author.</p>	<p>Choose Case Study for Assessment Task 2</p>
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Week 10 - Conflict and conflict resolution - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Conflict and resolving conflict	<p>Deardoff, D.K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalisation, <i>Journal of studies in International Education</i>, 10(3), 241-266.</p> <p>DeVito, J. (2005). <i>Messages: Building interpersonal communication skills</i> (6th ed.). Boston, MA: Pearson.</p> <p>Dwyer, J. (2013). <i>Communication for business and the professions: Strategies and skills</i> (5th ed.). South Melbourne, VIC: Pearson.</p> <p>Kossen, C., Kiernan, E., & Lawrence, J. (2017). <i>Communicating for Success (Pearson Original Edition)</i>. (2nd ed.). Port Melbourne: Pearson Education Australia.</p>	Identify sources of conflict in Case Study
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Week 11 - Engaging with parents - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Diversity in families and engaging appropriately with parents	<p>Australian Bureau of Statistics. (n.d.). 2016 Census QuickStats: Australia. Retrieved July 15, 2020, from https://quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/036</p> <p>Beyond Blue. (n.d.). Communication skills for educators. Retrieved 17 May 2021, from https://beyou.edu.au/fact-sheets/relationships/communication-skills-for-educators</p> <p>Goffman, E., (1959). The presentation of self in everyday life. Garden City, New York: Doubleday</p> <p>KidsMatter. (2013). <i>Australian Primary Schools Mental Health Initiative</i> [Video]. Retrieved from www.kidsmatter.edu.au</p> <p>Kossen, C., Kiernan, E., & Lawrence, J. (2017). <i>Communicating for Success (Pearson Original Edition)</i>. (2nd ed.). Port Melbourne: Pearson Education Australia.</p> <p>Raising Children Network. (n.d.). <i>Professionals communicating with parents: the basics</i>. Retrieved July 15, 2020, from raisingchildren.net.au</p> <p>Raising Children Network. (n.d.). <i>Building a relationship with your child's school</i>. Retrieved July 15, 2020, from https://raisingchildren.net.au/pre-teens/school-education/working-with-schools-teachers/relationship-with-school</p>	Identify strategies to resolve conflict through engagement with parents and staff in Case Study

Week 12 - Collaborative engagement with peer editing - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Communication with peers		<p>Work with a peer to receive and give feedback on a draft of Assessment Task 2.</p> <p>Assessment Task 2</p> <p>Responding to a Case Study Due: Friday 8th October at 11:59pm AEST</p> <p>Responding to a Case Study Due: Week 12 Friday (8 Oct 2021) 11:59 pm AEST</p>

Assessment Tasks

1 Communication Folio

Assessment Type

Practical and Written Assessment

Task Description

Throughout the term you will prepare for and participate in a series of practical tasks designed to build your communication competence in educational settings. These tasks may be completed in role play or authentic situations, with children or adults, and will focus on:

- Verbal communication for instruction, negotiation and/or relationship-building
- Use of non-verbal communication skills to aid communication
- Written and online communication for sharing information

DETAILS OF THE SPECIFIC TASKS TO COMPLETE ARE EMBEDDED IN THE "FOR YOUR ASSESSMENT" SECTION OF WEEKS 2, 3, 4, 5 AND 6.

Part A

For each of the five (5) tasks you are required to provide a:

- brief outline of the specified task,
- record of constructive feedback you may have received from participants or observers on your completed task
- personal critical reflection on the effectiveness of your communication skills you displayed within the task.

There is no word count set for the tasks, however generally they should not exceed 1 page of typed text.

Part B

Part B asks you to critically reflect on your communication skills to demonstrate your understanding of your current communication skill level, an ongoing plan to develop your communication skills and a rationale for why teachers require communication competence. It contains two sections:

Section One: A personal assessment of your interpersonal communication skills based on the completion of the folio tasks. This personal assessment should draw explicitly on any feedback received and personal reflections made. It should make links to theoretical perspectives studied through the readings to identify strengths and weaknesses and outline how you will continue to develop your communication through future personal professional learning (500 words).

Section Two: A reflection, based on the readings within the unit of work, on the relevance and importance of communication competence to the work of educators in culturally diverse learning settings (750 words). A framework of questions will be supplied to guide your reflection on each of the folio tasks. Your responses to these questions do not need to be submitted. No marks will be awarded for your answers to these questions in Part A but they are provided as a guide for your thinking and collection of information for the two written sections in Part B. The self assessment and reflection for Part B must make reference to relevant readings or course materials to describe and explain your understanding of effective communication, intercultural and interpersonal skills for relationship-building, emotional and social support, and learning in educational or care settings characterised by diversity.

You will submit your record of participation and feedback from the practical tasks in Part A and your reflective response for Part B together by the due date.

WORD COUNT for written assignments:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Week 7 Monday (30 Aug 2021) 11:59 pm AEST

Return Date to Students

Week 9 Monday (13 Sept 2021)

Edited submission and marked criteria sheet

Weighting

50%

Assessment Criteria

Students will be assessed on their demonstration of:

- Application of knowledge of communication theory and effective interpersonal communication within and about the allocated tasks
- Critical reflection on personal communication competence
- Knowledge and understanding of communication choices on meaning and relationship-building
- Understanding of the relationship between communication, social and emotional well being and participation in learning for diverse groups of learners.
- Use of authoritative sources to support self-assessment and importance of teacher's communication competence

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Interpret research and theory on teacher efficacy to explain how educators can use ICTs and interpersonal skills to collaborate and communicate with students and / or parents and carers from diverse backgrounds
- Propose communication strategies that educators could use to advocate for the learning, interests and engagement needs of children and/or school-aged students
- Illustrate communication skills and strategies that address the communicative and identity needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including ATSI students and their families
- Analyse and evaluate personal and professional strengths and weaknesses in the use of communication skills for building productive relationships with students, families and communities
- Apply a range of pedagogical strategies to extend and develop children's capabilities as effective and confident communicators

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Responding to a Case Study

Assessment Type

Written Assessment

Task Description

In this task, you will draw on your learning throughout the unit to identify, analyse and respond to the communication challenges in a case study based on a real life scenario that occurred in an inclusive education environment. Your response to this assessment task should be no more than 1500 words.

You will be provided with a choice of three case studies, each of which will present a range of challenges for educators in relation to interpersonal communication for relationship-building and learning. You are required to select and respond to **ONE** of the case studies. The case studies are attached to the task sheet embedded in the Moodle site. Your response should clearly indicate which of the case studies you have chosen with a title. For example: "Response to case study - Number 1 "Student behaviour".

Your analysis and response to the case study you select includes three parts as outlined below:

Part 1: Identification of communication challenges

In this section you need to isolate and explain the challenges that the case presents for maintaining relationships with all stakeholders affected by the situation described. Consideration should be given to relationships between the teacher and the student/child who is central to the issue and his/her parents/carers. Other stakeholders may be relevant to the discussion and these should be identified and discussed as necessary. These stakeholders may include other students/children in the class group, school administration or colleagues e.g. the principal and other teachers; and external specialists or specialist support staff e.g. support teachers, medical specialists, etc. (Note that not all of these stakeholders will be relevant to every case study so you should focus on the facts presented in the example you choose.)

You should identify **specific information from the case study** that has informed your identification of the communication challenges and explain how and why these factors may affect the teacher's ability to establish or maintain positive relationships that support the child/student's learning, behaviour and social needs in the educational setting. These may be presented as a list of dot points or table.

Part 2: Consideration of culture and communication theory on selection of strategies

In this section, you need to **discuss aspects of the theory** covered in the course that are important considerations for negotiating a satisfactory outcome in the situation described while maintaining positive and respectful relationships with all stakeholders you identify in Part 1. This section will be an **academic discussion supported by references**. These should be drawn from Weeks 7-11 of the course.

You are expected to show knowledge and understanding of relevant theories which may include: the impact of various types of noise associated with intercultural communication; the relevance of cultural literacy for effective interpersonal communication; relating styles and their impact on problem solving and conflict resolution; the theory around conflict resolution; self-awareness as a fundamental aspect of effective interpersonal relationships, etc.

You are expected to use the readings covered throughout the course for this discussion (there is no need for independent research) and **draw conclusions about the way this theory can be applied** to guide selection of

communication strategies that support learning and maintain productive relationships with all relevant stakeholders. It is like a mini review of the literature that can be used to justify the strategies you propose in Part 3 to resolve the conflict or problems presented in your chosen case study.

Part 3: Proposal and justification of strategies for responding to the case study

This section should provide a **comprehensive description of the strategies** that the teacher should use to communicate with stakeholders to support the student/ child's learning, behaviour and/or social needs and effective participation or engagement in the learning environment.

Each of the strategies should be described in sufficient detail for a reader to **visualise the interaction** that would take place between the teacher and selected stakeholders (child or student and his/her parent/carer). Each strategy should be accompanied by a thorough explanation and justification of why the chosen strategies would be effective in the given situation. This will involve making links back to the theory outlined in Part 2 as justification and support from authoritative sources.

For example: *This strategy was chosen to overcome the aggressive relating style evident in the parent's initial engagement with the teacher. As Kossen, Kiernan and Lawrence (2013) explain aggressive relating styles are often characterised by a refusal to listen to opposing points of view so providing opportunities for the parents to air their grievances first allows the teacher an opportunity for uninterrupted communication of his/her concerns.*

WORD COUNT for written assignments:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Week 12 Friday (8 Oct 2021) 11:59 pm AEST

Return Date to Students

Assessment tasks will be returned to students once certification of grades has occurred.

Weighting

50%

Assessment Criteria

Students will be assessed on their ability to demonstrate:

- identification and analysis of communication challenges in the chosen case study knowledge and understanding of the impact of cultural factors on relationship building in diverse settings
- knowledge and understanding of theoretical concepts that inform intercultural communication competence
- knowledge of practical strategies for creating positive communication climates
- an explanation and justification of chosen strategies.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Interpret research and theory on teacher efficacy to explain how educators can use ICTs and interpersonal skills to collaborate and communicate with students and / or parents and carers from diverse backgrounds
- Propose communication strategies that educators could use to advocate for the learning, interests and engagement needs of children and/or school-aged students
- Illustrate communication skills and strategies that address the communicative and identity needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including ATSI students and their families
- Select and justify communication strategies for responding to challenging situations that arise when working with students, parents and colleagues in an inclusive education context.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem