

# Course Outline (Higher Education)

|                            |   |
|----------------------------|---|
| <b>Institute / School:</b> | Institute of Education, Arts & Community                          |
| <b>Course Title:</b>       | WELLBEING AND SOCIAL AND EMOTIONAL LEARNING FOR THE PRIMARY YEARS |
| <b>Course ID:</b>          | EDBED2113   |
| <b>Credit Points:</b>      | 15.00   |
| <b>Prerequisite(s):</b>    | (EDBED1009 or EDBED1017)  |
| <b>Co-requisite(s):</b>    | Nil   |
| <b>Exclusion(s):</b>       | (EDBED2109 and EDBED3011 and EDFGC3028)                           |
| <b>ASCED:</b>              | 070103  |

## Description of the Course:

This course explores multifaceted aspects of learners wellbeing and social and emotional learning. Students explore the significance of wellbeing for themselves and those they engage with in school environments. They examine the varying roles and perspectives in promoting childrens wellbeing including current public health, wellbeing and curriculum policy. The course will explore the importance of the development of life skills and appropriate management of feelings, emotions, and resilience as well as the range of factors that impact and shape wellbeing and social and emotional learning. This course examines the processes for increasing supportive learning environments, an understanding of equity and a respect for self, others and the learning environment.

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

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

| Level of course in Program | AQF Level of Program |   |   |   |   |    |
|----------------------------|----------------------|---|---|---|---|----|
|                            | 5                    | 6 | 7 | 8 | 9 | 10 |
| Introductory               | ■                    | ■ | ■ | ■ | ■ | ■  |
| Intermediate               | ■                    | ■ | ✓ | ■ | ■ | ■  |
| Advanced                   | ■                    | ■ | ■ | ■ | ■ | ■  |

### Learning Outcomes:

#### Knowledge:

- K1.** Define key concepts, perspectives and relevant theoretical constructs in wellbeing, safety and social and emotional learning
- K2.** Explore and analyse the significance of key factors that contribute to staff and student wellbeing, personal growth and readiness for teaching and learning.
- K3.** Recognise the importance of resilience and self-regulation for staff and students.
- K4.** Examine legislative, administrative and organisational policies to develop an understanding of the purpose and principles of promoting wellbeing and social and emotional learning in schools.
- K5.** Analyse strategies for supporting well-being and safety through professional engagement with students, colleagues, families and community.

#### Skills:

- S1.** Demonstrate confidence in planning activities that support targeted wellbeing goals, including clear directions for staff and student roles.
- S2.** Develop strategies for enhancing and engaging parent/carers in the educative process.
- S3.** Plan inclusive classroom activities that support student access, participation and engagement in social and emotional learning.

#### Application of knowledge and skills:

- A1.** Design teaching and learning elements that lead to a positive classroom climate and culture; and a safe, supportive learning environment.
- A2.** Design engaging lesson sequences that meet the broader needs of students to develop effective social and emotional learning skills, attitudes and behaviours.
- A3.** Demonstrate an awareness of effective teaching strategies for developing social and emotional learning.

#### Course Content:

- Challenges to wellbeing and key factors contributing to educator and student wellbeing, including potential barriers arising for vulnerable communities.
- Exploration of social and emotional wellbeing in learning environments and strategies to support flourishing.
- Understanding self and identity, Resilience Rights and Respectful Relationships, sensory and emotional regulation, attachment and interpersonal connections.
- Examination of the principles and factors that underpin obligations and expectations of the teaching profession in relation to wellbeing and engagement.
- Development of life skills and understanding of feelings, emotions, resilience and conflict resolution in order to be successful, engaged and positive learners.
- Processes for creating supportive and engaging learning environments, with an understanding of equity and respect.

- The role of learning environments, external professionals, community representatives and parents/carers in promoting wellbeing and social and emotional learning within contemporary public health, education policy and curriculum.
- Explore strategies for involving and working with parents/carers in the educative process.

## 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**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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 course, and all must be directly assessed in each program.*

| FEDTASK attribute and descriptor              |   | Development and acquisition of FEDTASKS in the course |                       |
|---|---|---|-----------------------|
|   |   | Learning Outcomes (KSA)                               | Assessment task (AT#) |
| FEDTASK 1<br>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: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul> | K2, K5 S1 A1  | AT2                   |
| FEDTASK 2<br>Leadership                       | Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>  | K4 S2 A2  | AT1                   |
| FEDTASK 3<br>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: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>   | K1, K3 S3 A3  | AT3                   |

| FEDTASK attribute and descriptor             |   | Development and acquisition of FEDTASKS in the course |                       |
|--|---|---|-----------------------|
|  |   | Learning Outcomes (KSA)                               | Assessment task (AT#) |
| FEDTASK 4<br>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: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>   | Not applicable  | Not applicable        |
| FEDTASK 5<br>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: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul> | Not applicable  | Not applicable        |

### Learning Task and Assessment:

| Learning Outcomes Assessed                           | Assessment Tasks  | Assessment Type   | Weighting |
|--|---|-------------------|-----------|
| K1, K2, K3, S1,                                      | Participate in forums to reflect and synthesise course content including personal reflection and planning.  | Hurdle Reflection | S/U       |
| K1, K5, S1, S2, S3, A2, A3, APST: 4.1, 4.2, 4.4,     | Plan a unit of work that promotes a social and emotional learning competency within an engaging and supportive learning environment.  | Unit of Work      | 40-60%    |
| K1, K2, K4, K5, S3, A1, A2, APST: 1.1, 3.7, 7.2, 7.3 | Discuss the importance of wellbeing for children in a primary context including connections to current curriculum, policy and national wellbeing priorities. Explore challenges and implications for promoting wellbeing within a primary school setting as well as wellbeing and strategies for involving parents/carers in the educative process. | Critical Essay    | 40-60%    |

### 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  |          |              |
| 1.1 Physical, social and intellectual development and characteristics of students<br>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | Yes      | Intermediate |
| Professional Practice  |          |              |
| 3. Plan for and implement effective teaching and learning  |          |              |
| 3.7 Engage parents/ carers in the educative process<br>Describe a broad range of strategies for involving parents/carers in the educative process.   | Yes      | Intermediate |
| 4. Create and maintain supportive and safe learning environments   |          |              |
| 4.1 Support student participation<br>Identify strategies to support inclusive student participation and engagement in classroom activities.  | Yes      | Intermediate |
| 4.2 Manage classroom activities<br>Demonstrate the capacity to organise classroom activities and provide clear directions.   | Yes      | Intermediate |
| 4.4 Maintain student safety<br>Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.   | Yes      | Intermediate |
| Professional Engagement  |          |              |
| 7. Engage professionally with colleagues, parents/carers and the community   |          |              |
| 7.2 Comply with legislative, administrative and organisational requirements<br>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.                    | Yes      | Intermediate |
| 7.3 Engage with the parents/carers<br>Understand strategies for working effectively, sensitively and confidentially with parents/carers.   | Yes      | Intermediate |