

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Wellbeing and Social and Emotional Learning for the Primary Years
Unit ID:	EDBED2113
Credit Points:	15.00
Prerequisite(s):	(EDBED1009 or EDBED1017)
Co-requisite(s):	Nil
Exclusion(s):	(EDBED2109 and EDBED3011 and EDFGC3028)
ASCED:	070103

Description of the Unit:

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

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:

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.

Unit 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.

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

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