



Course Outline (Higher Education)

School:	School of Education
Course Title:	WELLBEING AND SOCIAL AND EMOTIONAL LEARNING FOR THE PRIMARY YEARS
Course 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 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 fellow human beings.

Grade Scheme: Graded (HD, D, C, etc.)

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Define key concepts and relevant theoretical constructs and perspectives in wellbeing and social and emotional learning.

- K2.** Explore and analyse the key factors that contribute to their own and childrens wellbeing and the significance of wellbeing and social and emotional learning for themselves and for those they will teach.
- K3.** Recognise the importance of resilience and management of self.
- K4.** Examine legislative, administrative and organisational policies and processes for promoting wellbeing and social and emotional learning.
- K5.** Analyse strategies and the ways in which teachers promote well-being and social and emotional learning of children, families and colleagues.

Skills:

- S1.** Share developing understandings of how to manage themselves and how to support learners in relation to actions, feelings, thinking and physiology.
- S2.** Develop confidence in promoting and enhancing students' social and emotional learning.
- S3.** Articulate and critically analyse key concepts and relevant theoretical constructs and perspectives in wellbeing and social and emotional learning.

Application of knowledge and skills:

- A1.** Examine the importance of wellbeing for children and the relevant policy, legislation and curriculum priorities.
- A2.** Explore challenges and implications for promoting wellbeing and social and emotional learning for teachers, children and learning environments.
- A3.** Design engaging lesson sequences that meet the broader needs of students to develop effective social and emotional learning skills, attitudes and behaviours.
- A4.** Demonstrate an awareness of effective teaching strategies for developing social and emotional learning.
- A5.** Explore and analyse the significance of wellbeing and social and emotional learning for themselves and for those they will teach.

Course Content:

Topics may include:

- Challenges to wellbeing and key factors contributing to own and children's health and wellbeing, including Aboriginal and Torres Strait Islanders.
- Exploration of social and emotional wellbeing and social learning in learning environments and strategies to support these.
- Relevant research is examined in order to explore current issues of diversity, alienation, inclusion, culture and personal identity that affect social and emotional well-being and learning.
- Examination of the principles and factors that contribute to the formation and implementation of wellbeing legislation, programs, policy and practise.
- Development of an awareness of life skills and appropriate management of feelings, emotions, resilience and conflict management in order to be successful, engaged and positive learners.
- Research on different models and paradigms for teaching socio-emotional wellbeing and provide exemplars for students to explore and use including socio-cultural and ecological perspectives.
- Processes for increasing supportive and engaging learning environments, and an understanding of equity and a respect for fellow human beings.
- The role of learning environments, external professionals, community representatives and parents/carer 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.

Values:

- V1.** Appreciate the range of factors and issues that might impact on learning.
- V2.** Appreciate that issues related to social and emotional wellbeing reflect a person`s capacity to function well in society and lead a fulfilling and productive life.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K5, S3, A5	A	AT2, AT3	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, A3	A	AT1, AT2	A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K5, A1	A	AT1	A
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, S1	A	AT3	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K4, S2	A	AT1, AT2	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, K5 S3, A1, A2 APST 1.1, 3.7, 7.2	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 wellbeing and strategies for involving parents/carers in the educative process.	Critical Essay	40-60%
K1, K5, S1, S2, S3, A2, A3, A4 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, K3, S1, A5	Participate in learning activities to reflect and synthesise course content including personal reflection and action plans for the future.	Hurdle Reflection	S/U

Adopted Reference Style:

APA

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 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 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 Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Intermediate
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Intermediate
4.4 Maintain student safety 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 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Yes	Intermediate