



Course Outline (Higher Education)

School:	School of Education
Course Title:	SOCIAL EMOTIONAL WELLBEING AND PERSONAL DEVELOPMENT
Course ID:	EDBED3011
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	EDBED2113 and EDFGC3028)
ASCED:	070301

Description of the Course :

This course develops students understanding of social emotional wellbeing and personal learning. Students explore the significance of wellbeing for themselves and those they teach and gain an understanding of key definitions and relevant theoretical constructs. They examine the importance of the development of life skills and appropriate management of feelings, emotions, and resilience. Students explore issues of diversity, alienation, inclusion, culture and personal identity. The course also 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.)

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	■	■	■	■	■	■

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

Learning Outcomes:

Knowledge:

- K1.** Define key definitions and relevant theoretical constructs in social emotional wellbeing and personal learning.
- K2.** Explore and explain the significance of wellbeing for themselves and for those they will teach.
- K3.** Recognise the importance of resilience and management of self.
- K4.** Identify professional teaching policies and ethical considerations of teacher/student relationships.
- K5.** Review a range of assessment, monitoring and evaluation methods of social and emotional wellbeing and personal learning to encourage multi-informant evaluation.
- K6.** Understand the ways in which primary and early childhood educators promote the well-being 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 and professionalism in partnering with students, families and support staff to enhance the educational outcomes of learners.
- S3.** Articulate and critically analyse key definitions and relevant theoretical constructs in social emotional wellbeing and personal learning.

Application of knowledge and skills:

- A1.** Demonstrate awareness of opportunities from knowledge and understanding of the curriculum for diverse approaches to teaching .
- A2.** Consider the diverse learning approaches for teaching social-emotional wellbeing and personal learning as formative assessment .
- A3.** Demonstrate their understanding of personal learning with respect to knowledge, skills and behaviours in order to be successful and positive learners throughout their own lives.

Course Content:

- 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 personal learning.
- Examination of the principles and factors that contribute to the formation and implementation of legislation, 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 and positive learners.
- Research on different models and paradigms for teaching socio-emotional wellbeing and personal learning and provide exemplars for students to explore and use.
- Processes for increasing supportive learning environments, and an understanding of equity and a respect for fellow human beings.
- The importance of relevant frameworks to programs and practises.

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.	K2, K5, S3, A3	B	AT1	B
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.	K5, S3, A2	B	AT2	B
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.	K6, S2, A3	A	AT2	B
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, K4, S1	A	AT1, AT2	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.	K3, S3	B	AT2	C

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K6, S1, S2, A2, A3	An exploration of relevant theoretical perspectives to develop understandings of student and personal identity and social, emotional wellbeing.	Personal action plan	40-60%
K1, K3, K4, K5, K6, S1, S2, S3, A1, A3	Life action plan for future educational context application to demonstrate an understanding of the curriculum for diverse approaches to teaching in this field.	Educational action plan	40-60%
K1, K2, K3, K6, S1, S3	Participating in online learning activities to reflect and synthesise course content.	Online learning activities	S/N

Adopted Reference Style:

APA