

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	RESPONDING TO CHALLENGE: TRAUMA INFORMED PRACTICE
Unit ID:	EDBED3119
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3114 and EDBED3117)
ASCED:	070303

Description of the Unit:

This course is designed to develop knowledge and understanding of ways in which trauma experiences can impact mental health, social and emotional wellbeing, behaviour and learning within school contexts. Trauma can affect behaviour presentations, the capacity to self-regulate and the ability to form trusting relationships with others, creating the need for teachers to manage safety, support wellbeing and co-regulate behaviour. Underpinning the content of the course is the understanding that effective teachers manage challenging behaviour through supportive, responsive techniques rather than coercive or punitive measures. Within this course, brain-based insights, relationship-based approaches and responsive teaching methods are explored to identify effective strategies for establishing a safe, supportive learning environment for all students. This includes learners who have experienced harm, (physical, psychological, social and/or emotional), are at risk of harm, or have caused harm to others.

A range of universal, targeted and individual strategies for supporting communication, wellbeing, participation, engagement and achievement will be investigated through a trauma-informed, multi-tiered approach to planning. Students will examine relationships between wellbeing, behaviour and learning to enhance an understanding of the nuances of characteristics, causes and presentation of learning challenges, social disruptions and challenging behaviour. Particular attention will be given to examining trauma-sensitive, strength-based pedagogies and implications of legislative requirements, government and community initiatives and whole school approaches.

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 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.** Examine current frameworks that support planning and development of wellbeing and engagement policies and documents.
- K2.** Recognise characteristics and indicators of trauma, dysregulation and challenging behaviour from a neurodevelopmental perspective.
- K3.** Describe ways in which traumatic experiences can affect learners and impact social connections and academic performance.
- K4.** Explain a range of preventative and responsive strategies for supporting access and participation and managing challenging behaviour, using a trauma-sensitive, strength-based approach.

Skills:

- S1.** Analyse the impact of attitudes, language and communication on learner participation and engagement.
- S2.** Examine and critique a range of policies, practices and pedagogical approaches that build safe, supportive and inclusive learning environments.
- S3.** Investigate the neurological underpinnings of challenging behaviour to identify personalised strategies for meeting student needs.
- S4.** Use effective frameworks to design proactive, supportive and restorative pathways to active participation in academic, social and emotional learning.

Application of knowledge and skills:

- A1.** Create educational resources to support wellbeing, regulation and readiness to learn.
- A2.** Examine and critique approaches and frameworks for supporting wellbeing, engagement and safety.
- A3.** Design materials and processes to support safe, respectful and regulated interactions.

Unit Content:

- The challenge of trauma and child
- Emotional and sensory regulation: theory and practice.
- Positive attitudes and responsive approaches for teaching and learning.

- Proactive and preventative strategies that support students at a whole school, classroom and individual level.
- Personalised planning approaches for crisis prevention, response and management.
- Creating a trauma sensitive classroom.

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 Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 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"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K2, K3 S1, S4 A1	AT2
FEDTASK 2 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"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K4 S2 A3	AT2
FEDTASK 3 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"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1, S3 A2	AT1 AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 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"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	Not applicable	Not applicable
FEDTASK 5 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"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S2, A2 APST 4.1	Examine school websites to identify indicators of trauma awareness and response within school policy, practice and pedagogy.	Written Task	10-20%
K1, K3, K4 S1, S2, S3 A1, A2 APST 1.1, 4.1, 4.3, 4.4	Evaluate approaches and frameworks for responding to wellbeing, safety and behaviour concerns and synthesise understanding to resolve scenario problems through practical application of theory.	Problem Centred Study	40-60%
K2, K4 S1, S3, S4, A3 APST 1.1, 3.5, 4.1, 4.3, 4.4	Design supportive materials and planning processes that address wellbeing, safety and behavior concerns and support learner engagement and participation.	Applied Project	30-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry

4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)