

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Wellbeing in the School Context

Unit ID: EDBED3232

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070303

Description of the Unit:

This unit has been designed to support pre-service teachers to develop a deeper awareness of the sociocultural experience of students, and ways in which student wellbeing impacts on learning outcomes. Participants will examine physical, social, emotional and intellectual characteristics of children and young people from a developmental perspective, and consider how attributes of difference could affect learning. The unit has a strong focus on social and emotional learning and strategies for promoting wellbeing for staff, students and families within the school and wider community. Issues of challenge and adversity will be explored to identify opportunities for empowering learners through strategic planning and implementation of supportive wellbeing initiatives. Participants will reflect on their own experiences of wellbeing, build capacity to manage safe, supportive learning environments, and collaborate with peers to enhance skill development.

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:

(On successful completion of the unit the students are expected to be able to):

Knowledge:

- K1.** Apply key wellbeing concepts and issues of concern associated with mental, physical, social and emotional development.
- K2.** Explore and analyse the sociocultural worlds of students, including impacts of elements such as family, friends, peers, media and technology, and influences of diverse linguistic, cultural, religious and socioeconomic background on learning outcomes.
- K3.** Identify and interpret strategies to enhance the achievement, engagement and wellbeing of all learners through a responsive approach to the diversity of their strengths and needs.
- K4.** Recognise barriers to inclusion and identify cohesive strategies for developing inclusive school communities

Skills:

- S1.** Reflect on personal experience of growth and development to identify influential factors of thoughts, feelings, physiology, behaviour and experience that shape an evolving identity
- S2.** Apply theoretical, philosophical and pedagogical perspectives to the planning of positive learning environments and experiences, meeting the practical, wellbeing and academic needs of diverse learners
- S3.** Use a range of appropriate resources, including ICT options, to support social, emotional and academic learning.
- S4.** Collaborate with others to develop strategies for working effectively, sensitively and confidentially with families.

Application of knowledge and skills:

- A1.** Develop a personal action plan for promoting and enhancing student wellbeing within a workplace environment.
- A2.** Reflect on theoretical, philosophical and pedagogical perspectives to identify connections between wellbeing, teaching practice and learning outcomes.
- A3.** Apply Social and Emotional Learning concepts within a practical context and analyse the significance for staff, students and the broader community.

Unit Content:

Topics may include:

- Characteristics and development (physical, social, emotional and intellectual) of children and young people and how these factors may impact learning.
- The socio-cultural worlds which students grow up in and influences on their experience.
- Cultural safety, cultural competence and understanding the needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
- Equity and discrimination and the impact on young people's education
- Understanding the strengths, needs and challenges experienced by children and young people within a learning environment.
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- Understanding the specific learning needs of students across the full range of abilities and strategies for differentiating teaching.
- Strategies to support inclusive student participation and engagement in classroom activities. Strategies for working effectively, sensitively and confidentially with parents/carers.
- Exploring the dynamics of a disabling experience and strategies to restore and promote wellbeing for staff, students and families.

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, inter-act 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. 	K1,K2,K3,S2,A1	AT1

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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,S4,A3	AT3
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. 	K2,A2	AT2
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. 	S3	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. 	K4,A3	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, A1 APST 4.1, 4.2, 6.4	Identify a wellbeing issue of concern within the workplace and create an Action Plan to demonstrate how this could be addressed.	Action Plan	10-30%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, S1, S4, A2 APST 1.1	Maintain a personal reflection journal throughout the unit. Discuss key learning experiences and reflect on perspectives, theory, unit content and relevance to teaching and learning.	Learning Log	30-50%
K4, S2, S3, A3, APST 1.1, 1.3, 4.3	Design an approach to student wellbeing within a classroom context. Implement your strategies over a period of 5-6 weeks and observe change. Create a presentation for your peers discussing your process, strategies, challenges, highlights and the learning extracted from the experience.	Applied Learning Task	30-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)