

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	UNDERSTANDING AND SUPPORTING YOUNG PEOPLE
<b>Unit ID:</b>	EDMAS6025
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070199

## Description of the Unit:

This course develops pre-service teachers' (PSTs') understandings of the socio-cultural worlds that young people grow in and the impact of aspects like family, friends, community, media, technology and popular culture on the ongoing development of identity. PSTs will examine the physical, social, emotional and intellectual development and characteristics of young people and how these may affect learning and will consider ways to place care and mental, physical and emotional wellbeing at the centre of educator's work. PSTs will develop their understandings of disability and ways of working with young people who have diverse additional needs through the lens of inclusive education and trauma-informed practice. The course will build on concepts of young people's worlds and explore how risk and protective factors connect with development, behaviors and learning. A focus on inclusive teaching strategies, co-regulation and trauma-informed practice allows students to explore approaches that foster inclusivity, equity and safety in learning contexts. The focus of PSTs in the Primary Strand will be on young people in Foundation to Year 6, while the focus of PSTs in the Secondary Strand will be on young people in Years 7 - 12. All references to young people in the Learning Outcomes, Course Content and Assessment Tasks are to be interpreted through this lens.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<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:

On successful completion of the course pre-service teachers will demonstrate their capacity to:

#### Knowledge:

- K1.** Examine the socio-cultural worlds that young people grow in including the impact of family, friends, community, media, technology and popular culture on the ongoing development of identity.
- K2.** Draws on Trauma-Informed Practice [TIP] to examine issues related to the mental, physical and emotional wellbeing of young people and how schools can respond to build student wellbeing and resilience
- K3.** Explores challenges in teaching such as behaviour of students and student's unique learning requirements to understand legislative requirements and teaching strategies that support participation and learning of students with disability
- K4.** Identify strategies to support trauma-informed and inclusive pedagogies to increase student participation and engagement in classroom activities.
- K5.** Understand strategies for working effectively, sensitively and confidentially with parents/carers.
- K6.** Understand approaches for differentiating teaching to meet the learning needs of students across the full range of abilities.

#### Skills:

- S1.** Reflect on personal experiences related to growing up and developing identity and identify influential factors.
- S2.** Relate theoretical, philosophical and pedagogical perspectives to meeting the practical needs of diverse young people, including those with disability.
- S3.** Select appropriate materials and resources to offer support and foster agency for young people from diverse backgrounds and with unique abilities.
- S4.** Use creativity to effectively, sensitively and confidently represent significant ideas about young people and their worlds.

#### Application of knowledge and skills:

- A1.** Describe development and identify events and experiences that impact development of children and young people.
- A2.** Explain the legislative and policy obligations and expectations on schools and teachers.
- A3.** Identify and apply teaching and learning strategies to promote participation and engagement for a full range of abilities.
- A4.** Develop challenging learning goals.

**A5.** Identify strategies and approaches for involving parents.

**Unit Content:**

- The socio-cultural worlds that young people grow in including the impact of family, friends, community, media and culture on the ongoing growth of development domains.
- The role equity and inclusion plays in education and timely and responsive strategies for participation and engagement
- Understand the legislative and policy obligations of teachers and schools including implications for teaching students with disability
- Collaborative group work to develop knowledge, build skills and engage in giving feedback
- Strategies, programs and structures underpinned by TIP to support the wellbeing and resilience of young people. Understanding the specific learning needs of students to cater across the full range of abilities and strategies for differentiating teaching.
- Identifying strategies, approaches and opportunities to respectfully and sensitively engage parents/carers in education
- The application of TIP and Inclusive education to build safe and positive learning environment for engagement

**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 be 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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working 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"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	K1, K4, K5, S1, S2, S4, A1, A2	AT1, AT2
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide 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"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K2, K3, K4, K5, S3, A1, A2	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S1, S2, S4, A1, A3, APST: 1.1, 1.2, 6.3	Based on an examination of the diverse social, physical, cognitive and emotional characteristics of young people and the impact of these factors on learning, wellbeing and resilience, construct a creative response to be exhibited publicly for feedback that includes a written explanation with references to the implications for learning at school.	Creative Response with Written Explanation	30-50%
K2, K3, K4, K5, K6, S2, S3, A2, A3, A4, A5 1.5, 1.6, 3.1, 3.4 3.7, 4.1, 4.3, 7.3	Portfolio - Obligations, adjustments and responsive teaching Develop a portfolio to showcase resources and teaching strategies that cater across a full range of abilities. Incorporate legislative requirements and establishing challenging goals (IEPs) for student learning	Teaching Resource	50 - 70%

### 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:

APA

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

Fed Cite - [referencing tool](#)

**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	Introductory
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Introductory
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Introductory
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Introductory
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Introductory
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Introductory
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	Yes	Introductory
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	Introductory

<p>4.3 Manage challenging behaviour          Demonstrate knowledge of practical approaches to manage challenging behaviour.</p>	<p>Yes</p>	<p>Introductory</p>
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Professional Engagement

6. Engage in professional learning

<p>6.3 Engage with colleagues and improve practice          Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p>	<p>Yes</p>	<p>Introductory</p>
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7. Engage professionally with colleagues, parents/carers and the community

<p>7.3 Engage with the parents/carers          Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p>	<p>Yes</p>	<p>Introductory</p>
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