

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Understanding and Supporting Young People
Unit ID:	EDMAS6025
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Unit:

(PSTs) will explore typical and atypical development with a focus on brain development, diverse needs and the full range of abilities. Utilising Multi-Tiered Systems of Support (MTSS) PSTs will explore Trauma-Aware Education to learn pro-active practices and develop approaches that develop skill in areas such as building routines and developing classroom expectations. PSTs examine research-informed approaches to inclusion, behaviour support processes, effective communication and building relationships to create positive learning environments in the classroom. Legislative obligations are explored to understand requirements and responsibilities for reasonable adjustments. A needs-based approach underpins approaches to catering for the needs and support approaches for all learners in the classroom.

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	<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:

Knowledge:

- K1.** Examine how learners grow through developmental areas including brain development.
- K2.** Explore challenges in teaching such as student behaviour, unique learning requirements and neuro myths.
- K3.** Draws on Trauma Informed Practice (TIP) to examine issues related to mental, physical and emotional well being of young people and how schools can respond to build student well being and resilience.
- K4.** Understand classroom and behaviour management techniques to build desired behaviours.
- K5.** Understand strategies for working effectively, sensitively and confidentially with parents/carers.
- K6.** Identify relevant legislative obligations to support the full range of abilities in the classroom.

Skills:

- S1.** Relate theoretical, philosophical and pedagogical perspectives to meeting the practical needs of diverse young people, including those with disability.
- S2.** Select a suite of strategies to proactively develop rules, routines and practices to create engaging learner environments.
- S3.** Use and apply MTSS tiers to develop resilience, classroom expectations and proactive practice.
- S4.** Use creativity to effectively, sensitively and confidently represent significant ideas about young people and their worlds.

Application of knowledge and skills:

- A1.** Describe learner experiences that can impact development and discuss misconceptions related to teaching and learning.
- A2.** Explain how learners process, retain and access knowledge they gain.
- A3.** Apply classroom and behaviour management techniques to pro-actively engage and support the full range of abilities.
- A4.** Identify and apply teaching, learning and behaviour support strategies to promote challenging learning goals, along with participation and engagement, for all learners.
- A5.** Identify strategies and approaches for involving parents.

Unit Content:

1. Understanding learner development through their socio-cultural experiences, developmental domains, psycho-social domains and disability.
2. The underlying elements of brain development, similarities and differences in learners and links to expressions of behaviour.
3. Application of TIP and Inclusive education to build safe and positive learning environment for engagement.
4. Using MTSS to identify and strategize techniques for classroom and behaviour management with focus on universal classroom supports, pro-active measures, routines, expectations and rules, opportunities to

- respond and activity development and sequence.
5. Identify strategies, approaches and opportunities to respectfully and sensitively engage parents/carers.
 6. Understand the legislative and policy obligations of teachers and schools including implications for teaching students with disability.
 7. Collaborative group work to develop research skills, knowledge, and engage with others.
 8. Strategies, programs and structures underpinned by TIP to support the wellbeing and resilience of young people.
 9. Understanding the specific learning needs of students to cater across the full range of abilities and strategies for differentiating teaching.

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 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"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
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"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations. 	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"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities.	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: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and 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, S1, S2, A1, A2	Develop a creative response with referenced explanation to demonstrate and contrast ways of building memories for learning. This includes unique learning requirements and common misconceptions.	Creative Response with Explanation	30-50%
K3, K4, K5, K6, S2, S3, S4, A2, A3, A4, A5	Annotated teaching resource detailing classroom behaviour and planning techniques, Individual Education Plan and parent/carer communication organiser.	Teaching Resource	50 - 70%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)