



Course Outline (Higher Education)

School:	School of Education
Course Title:	UNDERSTANDING AND SUPPORTING YOUNG PEOPLE
Course ID:	EDMAS6025
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Course:

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. They will also examine issues of discrimination and equity in relation to young people from various backgrounds and those from LGBTI communities. PSTs will reflect on their own childhood/youth and use creativity to explore experiences and suggest approaches for fostering inclusivity, equity, safety and sensitivity in learning contexts. They will learn a range of strategies for actively supporting and including young people and their parents/carers in education.

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)

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.** Understand the physical, social, emotional and intellectual development and characteristics of young people and how these may affect learning.
- K3.** Examine issues related to the mental, physical and emotional wellbeing of young people and how schools can respond.
- K4.** Examine issues of equity and discrimination in relation to education, health and wellbeing.
- K5.** Understand the additional needs of young people with disability, the legislative requirements and teaching strategies that support participation and learning of students with disability
- K6.** Acquire a working knowledge of the resources available (including ICT) to engage students and assist teachers in their work with young people.
- K7.** Identify strategies to support inclusive student participation and engagement in classroom activities.
- K8.** Understand the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
- K9.** Understand strategies for working effectively, sensitively and confidentially with parents/carers.
- K10.** Identify approaches for fostering the wellbeing and resilience of young people.
- K11.** Understand approaches for differentiating teaching to meet the learning needs of students across the full range 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 resources to offer support and foster agency for young people from diverse backgrounds and with unique abilities.
- S4.** Identify strategies to support inclusive student participation and engagement in classroom activities.
- S5.** Use ICT in ethical, responsible, safe ways
- S6.** Use creativity to effectively, sensitively and confidently represent significant ideas about young people and their worlds.

Application of knowledge and skills:

- A1.** 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.
- A2.** Construct a resource that demonstrates understandings of the learning needs of young people with disability, legislative requirements, and strategies for supporting participation, inclusivity and learning, including the development of Individual Learning Plans and the involvement of parents/carers.
- A3.** Create a case study based in an imagined class of students where you demonstrate your understanding of differentiation, the role of the teacher, and strategies and resources for meeting the specific learning needs of students with a range of different abilities, and which includes a focus on ICT.

Course Content:

- The socio-cultural worlds that young people grow in including the impact of family, friends, community, media and culture on the ongoing development of identity.
- The physical, social, emotional and intellectual development and characteristics of young people and how these may affect learning.
- Equity and discrimination and the impact on young peoples education. Understanding the additional needs of young people with disability, legislative requirements, government initiatives and teaching strategies to support participation and learning.
- Issues mediating health and wellbeing including: mental health; gender; family; connections to community; LGBTI; and the implications of these for classroom practice.
- Consideration of the ethical and legal issues surrounding the use of technology and associated issues including cyber-bullying and cyber-safety and strategies available to support the safe, responsible and ethical use of ICT.
- Strategies, programs and structures in place to support the wellbeing and resilience of young people.
- 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

Values:

- V1.** Care about the welfare and growth of individual young people and their communities.
- V2.** Believe that teachers can make a difference in the lives of others.
- V3.** Respect and understand the diverse lives of young people and their families/carers.

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)	Assessment task (AT#)
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.	K1; K5; K7; S1; S2; S6; A1	AT1
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.	K3; K7; K10; S4; A2	AT2
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.	K1; K2; K4; K5; K8; K9; K10; S5	AT2

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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; S2;	AT3
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.	K6; K10; K11; S3; S5; A3	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K8, K10 S1, S6 A1 APST: 1.1	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	30-40%
K2, K3, K4, K5, K7, K9 S2, S3, S4, A2 APST: 1.1, 1.6, 3.7, 4.1, 7.3	Construct a resource that demonstrates understandings of the learning needs of young people with disability, legislative requirements, and strategies for supporting participation, inclusivity and learning, including the development of Individual Learning Plans and the involvement of parents/carers.	Teaching Resource	30-40%
K6, K7, K11 S2, S3, S4, S5 A3 APST 1.5, 3.4	Create a case study based in an imagined class of students where you demonstrate your understanding of differentiation, the role of the teacher, and strategies and resources for meeting the specific learning needs of students with a range of different abilities, and which includes a focus on ICT	Case Study	20-40%

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
1.3 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		
3.4 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
Professional Engagement		
7. Engage professionally with colleagues, parents/carers and the community		

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