

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	YOUTH IDENTITIES, DIVERSITY AND WELLBEING
Unit ID:	EDMAS6067
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Unit:

This unit focuses on adolescence and young peoples' diverse identities and socio-cultural worlds. It celebrates the creativities and achievements of young people and begins with a focus on youth rights and responsibilities. PSTs examine the cognitive development of young people and the implications for wellbeing. They explore the impact of technology and social media on young peoples' lives and come to see young people as global citizens who require intercultural capabilities. PSTs consider ways to place resilience and mental, physical, and emotional wellbeing at the centre of educators' work. They develop their understandings of disability and ways of working with young people who have diverse additional needs. They learn teaching strategies that foster inclusive participation and engagement of students who have a full range of abilities. PSTs will identify ways to effectively engage families/carers in young peoples' education.

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:

Knowledge:

- K1.** Understand and have respect for Aboriginal and Torres Strait Islander histories, cultures and diverse perspectives and explain how First Nations knowledges can be incorporated across subject areas in the curriculum.
- K2.** Examine the diverse linguistic, cultural, religious, and socioeconomic backgrounds and identities of young people and understand teaching strategies that are responsive to diversity.
- K3.** Understand the physical, social, and intellectual development of young people and the possible effects on learning and wellbeing.
- K4.** Examine ways schools can enhance the mental, physical, and emotional wellbeing of young people.
- K5.** Explore the impact of technology and social media on young peoples' lives and strategies to support the safe, responsible, and ethical use of ICT in schools.
- K6.** Examine intercultural capabilities, cultural responsiveness in teaching, and appreciate young people as global citizens.
- K7.** Appreciate diverse gender identities and examine the implications for education.
- K8.** Understand legislative requirements, policies, obligations, and teaching strategies that support full participation, inclusion and learning of students with disability.
- K9.** Identify teaching strategies that support inclusive participation, differentiation, and engagement of students with a full range of abilities.
- K10.** Identify strategies for working effectively, sensitively, and confidentially with parents/carers.

Skills:

- S1.** Use research, creativity, and critical dialogue to effectively, sensitively, and confidently represent significant ideas about diverse young people and their worlds
- S2.** Relate theoretical, philosophical, and pedagogical perspectives to meeting the practical needs of diverse young people, including those with disability.
- S3.** Select and annotate appropriate resources and teaching strategies that support and foster agency and wellbeing for young people from diverse backgrounds and with unique abilities
- S4.** Engage professionally with colleagues, parents/carers, and the community
- S5.** Reflect critically on biases and assumptions about diverse young people, their practices, behaviours, and attitudes and how biases may impact on specific groups and teaching practices

Application of knowledge and skills:

- A1.** Based on an examination of youth cultures and the diverse social, physical, cognitive, and emotional characteristics and identities of young people, construct a creative response to be exhibited publicly for feedback. Include a written explanation with links to research that examines the implications for learning at school and personal assumptions.
- A2.** Develop an annotated portfolio to showcase evidence-informed resources (including ICT) and teaching strategies that are inclusive and cater for a full range of abilities, including students with disability. Incorporate legislative requirements, family/carer engagement and a focus on wellbeing.

Unit Content:

1. The rights of young people, the obligations and purposes of school, and checking assumptions.
2. The diverse linguistic, socio-cultural, religious, economic, and creative worlds of young people and the implications for teaching.
3. The physical, social, and intellectual development and characteristics of young people and the links to learning and wellbeing.
4. Enhancing youth wellbeing and resilience.
5. Youth, technology, social media, and the safe and ethical use of ICT in learning and teaching
6. Young people as global citizens, the development of intercultural capabilities, and understanding the needs and perspectives of EAL/D students.
7. Gender and identity.
8. Legislation, regulations, policy, obligations, and teaching strategies that support the full participation of students with disability.
9. Research-informed teaching strategies that support inclusive participation, differentiation, and engagement of students with a full range of abilities.
10. Engaging families/carers in education including a focus on research evidence, collaborative planning and problem solving and light-touch learning updates.

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 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 	K2, K3, K4, K5, K7, K8, K9, K10, S1, S2	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	<p>Students will demonstrate a mastery in professional skills and behaviours in leading others.</p> <p>Students will be required to display skills in:</p> <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 	K1, K2, K4, K6, K8 S2, S3	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	<p>Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas.</p> <p>Students will be required to display skills in:</p> <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 • Demonstrating a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K1, K2, K5, K6, K7, K9, K10 S1, S3	AT1, AT2
FEDTASK 4 Digital Literacy	<p>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.</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> • 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 	K2, K4, K5, K6 S3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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"> • Demonstrating 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 • Demonstrating 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 diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K1, K2, K4, K5, K6, K7, K8, K9, K10, S1, S2, S3	AT1, AT2

Learning Task and Assessment:

Students cannot submit for assessment content generated by AI except when expressly permitted by Unit Coordinators, communicated through the unit description. Use of AI in assessment tasks without express permission is considered Academic Misconduct and may result in a student failing the unit.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7 S1, S5 A1 APST: 1.1,1.3, 4.5 CC: 4.2.2, 4.2.3, 4.2.4	Creative Response with Written Explanation Based on an examination of youth cultures and the diverse social, physical, cognitive and emotional characteristics and identities of young people, construct a creative response to be exhibited publicly for feedback. Include a written explanation with links to research that examines the implications for learning at school and personal assumptions.	Creative response with written explanation	40-50%
K3, K4, K7, K8, K9, K10 S2, S3, S4 A2 APST: 1.5, 1.6, 3.7, 4.1, 4.4, 4.5, 7.3 CC: 4.3.1, 4.3.2, 4.4.2, 4.4.3	Annotated Teaching Resources Develop an annotated portfolio to showcase evidence-informed resources (including ICT) and teaching strategies that are inclusive and cater for a full range of abilities, including students with disability. Incorporate legislative requirements, family/carer engagement and a focus on wellbeing and safety.	Annotated teaching resources	50-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)

