

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: WELLBEING IN THE SCHOOL CONTEXT

Unit ID: EDMST6023

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 in-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:

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					✓	
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 to be covered:

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.
- Understanding the strengths, needs and challenges experienced by children and young people within a learning environment.
- 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.

Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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 K3 A2	AT1 AT2 AT2
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.	S1 S2 A1	AT2 AT3 AT1
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.	K2 K5	AT2 AT3

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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.	K4 S3	AT3 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.	S4 A3	S4 A3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, A1	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%
K2, K3, S1, S4, A2	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, K5, S2, S3, A3	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](#)