

# 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	<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 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.

**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 attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups.</p> <p>Students will be required to display high level skills in-person and/or online in:</p> <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>	K1, K2, K3, S2, A1	AT1
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"> <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>	K4, S4, A3	AT3
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"> <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>• Demonstrating 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>	K2, A2	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"> <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>	S3	Not applicable

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"> <li>• Demonstrating 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>• Demonstrating 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 diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K4, A3	AT3

### 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, 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](#)