

Course Outline (Higher Education)

School:	School of Education
Course Title:	WELLBEING IN THE SCHOOL CONTEXT
Course ID:	HENAE6000
Credit Points:	0.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Course :

This course 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 course 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. Students who complete this course will be ineligible for academic credit.

Grade Scheme: S

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Learning Outcomes:

Knowledge:

- K1.** Demonstrate knowledge of 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 backgrounds.
- K3.** Understand how wellbeing factors and physical, social, emotional and intellectual characteristics may affect learning outcomes.
- K4.** 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.
- K5.** 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.

Course Content:

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.
- Examination of the principles and factors that contribute to the formation and implementation of wellbeing legislation, programs, policy and practice.
- 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.

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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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	B	Non assessed course	Not applicable
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	B	Non assessed course	Not applicable
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	B	Non assessed course	Not applicable
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	B	Non assessed course	Not applicable
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	B	Non assessed course	Not applicable

Learning Task and Assessment:

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Adopted Reference Style:

APA