Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	WELLBEING IN THE SCHOOL CONTEXT
Course ID:	HENAE6023
Credit Points:	15.00
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 may be eligible for academic credit.

Grade Scheme:	Ungraded (S, UN)

Work Experience:

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

Does Recognition of Prior Learning apply to this course?   No

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory					✔	
Intermediate						
Advanced						

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.

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 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; K3; A2	AT1; 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	AT1; AT2; AT3
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
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
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.	A3; S4	AT2; 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	10-20%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, S1, S4, A2	Maintain a personal reflection journal throughout the course. Discuss key learning experiences and reflect on perspectives, theory, course 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%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course   No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)