

## 460-660 Promoting Student Wellbeing

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, on campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Ms Debra Faye Tyler
<b>Subject Overview:</b>	The subject will provide an opportunity to practice, and reflect on, a range of interpersonal and professional skills relevant to the teacher's role in the promotion of student wellbeing at a classroom and whole school level. Current research is used to inform critical analysis of contemporary student wellbeing policies, models, and practices, and to examine associated issues such as social and emotional learning, staff wellbeing, school-home and school-community partnerships.
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Clearly define the concept of student wellbeing and use an evidence base to articulate the relationship between wellbeing and student social and emotional and academic learning;</li> <li># Purposefully use a range of supportive, assertive and negotiation skills to interact with students, parents and colleagues to achieve the best available educational outcomes;</li> <li># Critically appraise contemporary frameworks and models for the promotion of student wellbeing and their implications for school policy and practice;</li> <li># Critically analyse the impact of curriculum, organizational structures and school culture on student wellbeing and organizational health; and</li> <li># Contribute to the development of strong home-school and school-community partnerships to support the promotion of student wellbeing and learning in the school.</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: An essay (2000 words) due mid semester (50%) A critical reflection on practice (2000 words) due late semester (50%)
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>

<b>Generic Skills:</b>	<p>On completion of this subject, students will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"><li># Engage confidently in the promotion of student wellbeing and effectively address barriers to student learning and wellbeing at the classroom and organizational level;</li><li># Demonstrate the capacity to contribute to whole school approaches to promote student and staff wellbeing;</li><li># Relate professionally and supportively to students and colleagues and other the members of the school community;</li><li># Demonstrate an appreciation of professional responsibilities, boundaries and ethical principles in relation to the promotion of student wellbeing; and</li><li># Collaborate effectively to ensure that equity, participation and democracy are manifested in learning and teaching and organizational processes.</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Primary) Master of Teaching (Secondary)