

EDUC90255 Student Wellbeing Process & Partnerships

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2011.
Time Commitment:	Contact Hours: 36 hours lectures and 180 non-contact hours of private study. Total Time Commitment: Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	N/A
Corequisites:	N/A
Recommended Background Knowledge:	N/A
Non Allowed Subjects:	N/A
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit website: Hhttp://www.services.unimelb.edu.au/disability/H
Contact:	Education Student Centre
Subject Overview:	A study of the impact of organisational factors (structure, policy and culture) on school effectiveness, organisational health and student and teacher wellbeing; contemporary theories and models of school-home, school-community partnerships and cross-sectoral practice; critical perspectives on concept of community; change theories and models; the educator as change agent.
Objectives:	On completion of this subject students, should be able to: <ul style="list-style-type: none"> # critically analyse the impact of organisational structures, policies, processes and culture on school effectiveness, including student wellbeing, in educational settings; # recommend processes to improve organisational health based on an understanding of the concept of organisational health and its relationship to student and teacher wellbeing; # establish effective and coordinated cross-sectoral partnerships to enhance student wellbeing and learning in educational settings grounded on a critical understanding of contemporary theories on the development of school-community partnerships; # identify how theories and models of change can be strategically applied to school improvement processes to enhance student wellbeing and learning.
Assessment:	Two 4,000 word assignments or equivalent projects (50 per cent each)
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject students, should be able to: <ul style="list-style-type: none"> # use advanced knowledge to provide leadership in the promotion of student wellbeing; # demonstrate highly developed cognitive, analytic and problem-solving skills; # understand the significance and value of their knowledge and engage with student wellbeing issues in the wider educational community; # articulate their knowledge and understanding in effective oral and written presentations.
Links to further information:	www.edfac.unimelb.edu.au

Notes:

This subject cannot be undertaken by students who have completed the PGDES(SW).