

EDUC90258 Student Wellbeing: Current Approaches

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| Credit Points: | 12.50 |
| Level: | 9 (Graduate/Postgraduate) |
| Dates & Locations: | 2012, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. |
| Time Commitment: | Contact Hours: 18 hours 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: | None |
| Corequisites: | None |
| Recommended Background Knowledge: | None |
| Non Allowed Subjects: | This subject cannot be undertaken by students who have completed the PGDES(SW) |
| 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 websiteH: Hhttp://www.services.unimelb.edu.au/disability/H |
| Coordinator: | Assoc Prof Helen Cahill, Ms Vivienne Archdall |
| Contact: | Education Student Centre |
| Subject Overview: | A study of the historical, social and political context within which student wellbeing is understood; and the concepts, theories and evidence-bases directing approaches to promoting wellbeing in school settings. |
| Objectives: | On completion of this subject students, should be able to: <ul style="list-style-type: none"> # Articulate an informed understanding of current debates, theory, research and frameworks that guide approaches to promoting student wellbeing in school settings; # Identify the relationship between student engagement and student wellbeing outcomes; # Critically analyse the impact of social policy and the historical, political and social contexts influencing approaches to the promotion of student wellbeing in school settings; # Critically reflect upon personal and organisational practices in the promotion of student wellbeing. |
| Assessment: | Two assignments of 2,500 words or equivalent projects (each worth 50 per cent), one due in mid semester, the second due at the end of semester. |
| 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"> # demonstrate an advanced understanding of the changing knowledge base in the field of student wellbeing; # provide leadership in the field on the basis of advanced knowledge of the field; # evaluate and synthesize the research and professional literature in the field. |

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| Links to further information: | www.education.unimelb.edu.au |
| Related Course(s): | Master of Education (Student Wellbeing) |