

G01SW Master of Education (Student Wellbeing)

Year and Campus:	2012 - Parkville																										
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																										
Level:	Graduate/Postgraduate																										
Duration & Credit Points:	100 credit points taken over 12 months part time.																										
Coordinator:	Ms Liz Freeman Ms Desma Strong																										
Contact:	Education Student Centre Alice Hoy Building																										
Course Overview:	<p>The Master of Education(Student Wellbeing) promotes an understanding of the centrality of student wellbeing to positive educational and mental health outcomes. The course provides opportunities for teachers to develop and enhance knowledge and skills to promote student wellbeing in schools at the individual and organisational level. The course prepares teachers to take a leadership role in the design, implementation and evaluation of student wellbeing policy, programs and practices.</p> <p>Please note that this course will not provide you with registration to teach in Australia.</p>																										
Objectives:	<p>Students who have completed the Master of Education (Student Wellbeing) course should be able to:</p> <ul style="list-style-type: none"> # demonstrate a superior knowledge and understanding of educational theory and practice in the field of student wellbeing and its relationship to learning; # express informed opinions about the promotion of student wellbeing in education; # have an understanding of the theory and practice of educational research needed to evaluate research literature and carry out appropriate research activity; # make effective use of the findings of educational writings and research in formulating solutions to the challenges in the area of student wellbeing in education; # have the depth of knowledge and understanding and that will enable them to be a resource for colleagues in the area of the promotion of student wellbeing; # demonstrate an appreciation of professional responsibilities and ethical principles in relation to the promotion of student wellbeing which should characterise leaders in the education profession. 																										
Course Structure & Available Subjects:	<p>Students undertake seven compulsory subjects</p> <p>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.</p>																										
Majors/Minors/Specialisations	None																										
Subject Options:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90258 Student Wellbeing: Current Approaches</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90628 Relationship Skills for Educators 1</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90630 Relationship Skills for Educators 2</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90629 Leading Change for Student Wellbeing</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90579 Interpersonal and Group Process</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90578 Linking School and Community</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90254 Negotiated Project in Student Wellbeing</td> <td>Semester 2</td> <td>25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90258 Student Wellbeing: Current Approaches	Semester 1	12.50	EDUC90628 Relationship Skills for Educators 1	Semester 1	12.50	EDUC90630 Relationship Skills for Educators 2	Semester 2	12.50	EDUC90629 Leading Change for Student Wellbeing	Semester 1	12.50	EDUC90579 Interpersonal and Group Process	Semester 1	12.50	EDUC90578 Linking School and Community	Semester 2	12.50	EDUC90254 Negotiated Project in Student Wellbeing	Semester 2	25
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Entry Requirements:	<p>An applicant may be eligible for entry into the Master of Education (Student Wellbeing), if the applicant has:</p> <ul style="list-style-type: none"> # an honours degree in Education and at least one year of documented relevant professional experience; or # a Postgraduate Certificate or Postgraduate Diploma in the field of Education and at least one year of documented relevant professional experience; or # an appropriate four-year degree, or equivalent, and at least two years of documented relevant professional experience.
Core Participation Requirements:	<p>The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>
Graduate Attributes:	<p>The University's general graduate attributes are located on the Office of the Provost's website: http://www.unimelb.edu.au/about/attributes.html</p>
Links to further information:	<p>www.education.unimelb.edu.au</p>