

EDUC90428 Promoting Student Wellbeing

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total 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:	None
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
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	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 promoting student wellbeing and creating supportive and safe learning environments 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 the teacher-student relationship, social and emotional learning, behaviour management, school-home partnerships and staff wellbeing.
Objectives:	<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"> # Use an evidence base to articulate the relationship between safe and supportive learning environments, student social and emotional wellbeing and academic learning; # Critically appraise contemporary frameworks and models for the promotion of student wellbeing, and understand their implications for school policy and practice; # Purposefully use a range of supportive, assertive and negotiation skills to interact with students, parents and colleagues to achieve positive educational outcomes for all students; # Critically analyse the impact of organizational structures and school culture on student and staff wellbeing and organisational health; # Contribute to the development of strong home-school partnerships to support the promotion of student wellbeing and learning. <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <ol style="list-style-type: none"> 1. Know students and how they learn <ol style="list-style-type: none"> 1.1 Physical, social and intellectual development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 3.5 Use effective classroom communication 3.7 Engage parents/ carers in the educative process 4. Create and maintain supportive and safe learning environments <ol style="list-style-type: none"> 4.1 Support student participation 4.2 Manage classroom activities

	<p>4.3 Manage challenging behaviour</p> <p>4.4 Maintain student safety</p> <p>7.1 Meet professional ethics and responsibilities</p> <p>7.3 Engage with the parents/carers</p>
Assessment:	<p>There are 2 assessment tasks: An essay exploring the implications for school policy and practice of contemporary research on student wellbeing (1600 words) due early semester, 40%</p> <p>An evidence-based critical reflection on professional practice (2400 words) due late semester, 60%</p>
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:	<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"> # Engage confidently in the promotion of student wellbeing and effectively address barriers to student learning and wellbeing at the classroom and organisational level; # Demonstrate the ability to maintain effective, ethical and respectful relationships with all involved in the learning community; # Effectively engage students, parents, community members, and professional colleagues to support student learning and development; # Collaborate effectively to ensure that equity, participation and democracy are manifested in learning and teaching and organizational processes; # Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts.
Related Course(s):	<p>Master of Teaching (Primary)</p> <p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>