

G01SW Master of Education (Student Wellbeing)

Year and Campus:	2016 - Parkville											
CRICOS Code:	079648G											
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 full time. This course is available as full or part time.											
Coordinator:	Ms Liz Freeman Phone: +61 3 8344 0973 Email: efreeman@unimelb.edu.au											
Contact:	<p>Contact (http://education.unimelb.edu.au/contact_us/enquiry-forms/general-enquiry)</p> <p>Melbourne Graduate School of Education</p> <p>Currently enrolled students:</p> <ul style="list-style-type: none"> # General information: https://ask.unimelb.edu.au (https://ask.unimelb.edu.au) # Email: Contact Stop 1 (http://students.unimelb.edu.au/stop1) <p>Future students:</p> <ul style="list-style-type: none"> # Further information (http://education.unimelb.edu.au/study_with_us/professional_development/course_list/student_wellbeing) 											
Course Overview:	<p>The Master of Education(Student Welbeing) 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> <p>This course is normally undertaken in part time study mode.</p>											
Learning Outcomes:	<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:	Students undertake seven compulsory subjects											
Subject Options:	First year of enrolment											
	<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>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90628 Relationship Skills for Educators 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90258 Student Wellbeing: Current Approaches	March	12.50	EDUC90628 Relationship Skills for Educators 1	February	12.50		
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EDUC90258 Student Wellbeing: Current Approaches	March	12.50										
EDUC90628 Relationship Skills for Educators 1	February	12.50										

EDUC90630 Relationship Skills for Educators 2	Semester 2	12.5
EDUC90578 Linking School and Community	Semester 2	12.5

Second year of enrolment

Subject	Study Period Commencement:	Credit Points:
EDUC90629 Leading Change for Student Wellbeing	February	12.50
EDUC90579 Interpersonal and Group Processes	February	12.50
EDUC90254 Negotiated Project in Student Wellbeing	July	25

Entry Requirements:

- In order to be considered for entry, applicants must have completed:
 - either
 - an honours degree in Education and at least one year of documented relevant work experience, or
 - a four year degree and a postgraduate certificate in the field of Education, or equivalent, and at least one year of documented relevant professional experience, or
 - a postgraduate diploma in the field of Education, or equivalent, and at least one year of documented relevant professional experience; or
 - a four year degree in a relevant area and at least two years of documented relevant work experience.
 Meeting these requirements does not guarantee selection.
- In ranking applications, the Selection Committee will consider:
 - prior academic performance; and
 - the professional experience.
- The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Academic Board **rules (<http://about.unimelb.edu.au/academicboard/resolutions>)** on the use of selection instruments.
- Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, **performance band 7 (<http://about.unimelb.edu.au/academicboard/resolutions>)** is required.

Core Participation Requirements:

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:

- the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately;
- the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive;
- 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;
- the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques);
- 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;
- the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers;
- 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.
Further Study:	Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list/student_wellbeing