

UNIT OUTLINE FOR EDU122.7 Teacher and Learner Wellbeing

Name of Unit
Teacher and Learner Wellbeing (EDU122.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Bachelor of Education – Secondary	One semester	4 th year	Head of Program

Core or elective unit

Indicate if the unit is a

core unit

elective unit

other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6	192 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: EDU241.7 Pedagogy B: Reflective Teacher Practices

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit provides a framework for developing teachers' personal and professional well-being, and understanding key concepts of resilience, well-being and social and emotional intelligence in relation to student well-being. Key factors of child and adolescent development and detecting difficulties and abnormalities are considered in relation to wellbeing. A range of topics related to understanding and planning for teacher wellbeing and student wellbeing are investigated. Topics include but are not limited to resilience, flourishing, self-care, general psychological and child development theories, social and emotional intelligence, positive psychology, adolescent issues, trauma, cyber safety, and the ethics of care.

Learning outcomes for the unit

1. Discuss a range of relevant aspects of teacher and student well-being, their relationship to a Christian worldview and their current applicability to holistic education.
2. Research the effects on wellbeing of key elements of physical, cognitive and emotional/social growth which takes place at recognised child and adolescent stages of development.
3. Identify effective interventions based on the knowledge of the effects of trauma and adversity and associated behaviours of children, to support their well-being and learning.
4. Investigate common childhood or adolescent problems as symptoms of inadequate resilience and personal agency.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Teacher Wellbeing Plan Analyse your self-care needs and, using the provided template <i>Teacher Wellbeing Action Plan</i> , demonstrate your understanding of anticipated personal stressors you may encounter in the role of a teacher, and ways in which you aim to counter them. Investigate and select three resources to assist in meeting your chosen aims; explain why they will be useful for your self-care and how you intend to utilise them. Your action plan should address both short and long term strategies. 1000 words equivalent	1,2,4	Week 5	20%
Case Study Analysis Analyse a Case Study that is either Primary or Secondary related. Investigate the relationship between key concepts of child or adolescent development, wellbeing, and academic learning, and suggest appropriate pedagogical responses. 1500 words	1,2,3	Week 11	30%
Academic Discussion Paper Research three key factors, as identified through this unit, that a teacher can utilise to positively build student well-being. 2500 words	1,2,3,4	Week 15	50%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

Skovholt, T.M., & Trotter-Mathison, M. (2016) (3rd ed.). *The resilient practitioner*. UK: Routledge.

Slee, P, Campbell, M, & Spears, B (2012) *Child, Adolescent and Family Development* (3rd ed.) Port Melbourne, Vic: Cambridge University Press.

Recommended reading:

Bee, H & Boyd, D (2013) *The Developing Child* (13th ed.) Harlow, UK Pearson.

Berk, L. E. (2017) *Developing Through the Lifespan*, 7th ed. USA: Pearson Higher Ed.

Boniwell, I, & Ryan, L. (2012). *Personal wellbeing lessons for secondary schools*. UK: Open University Press.

Carroll, M. (2013). *Ethical maturity in the helping professions*. London: Jessica Kingsley Publishers.

Fuller, A. (2007). *Tricky kids*. New South Wales, Australia: Finch Press.

Goleman, D. (2009). *Emotional intelligence*. London: Bantam Books.

Goleman, D. (2007). *Social intelligence*. UK: Arrow Books

Karmiloff, K & Karmiloff-Smith, A. (2011) *A Unique Child: Cognitive development - Nature or nurture?* Accessed 15/04/2020, <https://www.nurseryworld.co.uk/features/article/a-unique-child-cognitive-development-nature-or-nurture>

Seligman, M. (2012). *Flourish*. New York: Free Press.

Shute, R, H. & Slee, P, T. (2016). *Mental Health and Wellbeing through Schools*. Melbourne: Routledge.