

UNIT OUTLINE FOR EDU122.9 Teacher and Learner Wellbeing

Name of Unit
Teacher and Learner Wellbeing (EDU122.9)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Master of Teaching – Secondary	One semester	2 nd 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	96 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.

Prerequisite: EDS141.9 Pedagogy A: Professional Concepts; EDS142.9 Initial Teaching Experience A

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. Synthesise a range of relevant aspects of teacher and student well-being with key aspects of a Christian worldview and evaluate the effect of such ideas on student learning.
2. Critically evaluate key elements of physical, cognitive, and emotional/social growth which takes place at recognised adolescent stages of development in relation to wellbeing.
3. Justify the effectiveness of interventions to counter the complex effects of trauma and adversity, and associated behaviours of adolescents, and to support their well-being and learning.
4. Reflect on in-depth research on common adolescent problems as symptoms of inadequate resilience and personal agency.
5. Justify elements of a plan to build a positive emotionally intelligent classroom environment, in relation to adolescents and a learning area of your choice.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<p>Teacher Wellbeing Plan</p> <p>Critically analyse your self-care needs and, using the provided template <i>Teacher Wellbeing Action Plan</i>, demonstrate your in-depth 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 two resources to assist in meeting your chosen aims; justify why they will be useful for your self-care and detail how you intend to use them. Your action plan should address both short and long term strategies.</p> <p>1000 words equivalent</p>	1,2	Week 5	20%
<p>Case Study Writing</p> <p>Write a Case Study that is Secondary related. Critically consider the relationship between key concepts of adolescent development, wellbeing, and academic learning.</p> <p>2000 words</p>	1,2,3,4	Week 11	30%
<p>Pedagogical Plan</p> <p>In relation to adolescent students in a learning area of your choice, create a researched pedagogical plan for student wellbeing. Outline the plan and justify the wellbeing effects of the plan for students.</p> <p>3000 words</p>	1,2,3,4,5	Week 15	50%

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) *The resilient practitioner*. (3rd ed.), UK: Routledge.

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

Recommended reading:

Berk, L.E. (2017) *Development through the lifespan* (7th ed.). Boston, MA: Pearson

Berk, L.E. (2015) *Infants, Children and adolescents* (8th ed.). Boston, MA: Pearson

Carroll, M, & Shaw, E. (2013). *Ethical maturity in the helping professions*. UK: Jessica Kingsley Publishers.

Ciarrochi, J. (2013). *Mindfulness, acceptance and positive psychology: the 7 foundations of wellbeing* USA: New Harbinger Publications

Doidge, Norman (2010). *The brain that changes itself*. Victoria, Australia. Scribe Publications.

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

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

Parker, G. & Eysers, K. (2009). *Navigating Teenage Depression. A Guide for Parents and Professionals*. Crows Nest, NSW: Allen & Unwin.

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

Slee, P, T., & Skrzypiec, G. (2016). *Well-Being, Positive Peer Relations and Bullying in School Settings*. Springer.

Recommended Journal Articles

Levy, N., Cortesi, U.G., Crowley, E., Beaton, M., Casey, J., & Nolan, C. (2012). Bullying in a networked era: a literature review: *Kinder and braver world project: research series* No. 2012-17 The Berkman Center for Internet and Society
<http://ssm.com/abstract+2146877>