Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Rebecca Collie	rebecca.collie@unsw.edu.au	By appointment	Rm 131, John Goodsell Building	02 9385 9317

School Contact Information

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E: education@unsw.edu.au
W: education.arts.unsw.edu.au

Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, you will learn about the importance of resilience and wellbeing among educators. With foundations in theory and empirical research, this course is also highly practical. You will acquire knowledge of evidence-based strategies for maintaining and promoting your own wellbeing, as well as resources and strategies relevant to school leaders (e.g. principals, head teachers) aiming to promote broader change. You will learn about the importance of educator wellbeing and resilience for thriving students, teachers, and schools, as well as issues specific to certain types of educators (e.g., principals, early career teachers).

Australian Professional Graduate Teaching Standards

Standard	Description
6.1.3	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.
6.4.4	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Wellbeing and resilience personal reflection	20%	1	6.1.3	27/08/2018 05:00 PM
Wellbeing and resilience plan	40%	2,3	6.4.4	22/10/2018 05:00 PM
Essay	40%	1,2	6.1.3	05/11/2018 05:00 PM

Please refer to *?sqrp_jg_l Npmdcqqgml_j Qr_lb_pbq dmp Rc_afcpq* on the previous page

Assessment Details

Assessment 1: Wellbeing and resilience personal reflection

Start date: Not Applicable

Details: Task 1 - Essay - 1800 wordsStudents will receive written feedback within 10 business days of submission

Additional details:

You will reflect on your experiences of wellbeing and resilience at work and interpret these by making links with the assigned pre-course readings.

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- Think about an experience you have had in teaching where your wellbeing/resilience was supported and another where your wellbeing/resilience was not supported.
- Describe these two experiences (around 200 words each). These can be one-off experiences or ongoing ones.

N_pr O8 Jgliq ugrf Jgrcp_rspc

- Consider the following questions and make authentic links to the knowledge you have gained from the assigned readings.

- To what extent have your perceptions of the experiences changed after the readings?

N_pr 0, Choose one area in which your wellbeing/resilience could be better supported (e.g., workload, interactions with students or their parents). Identify specific practices/strategies you could put in place to better support your wellbeing and resilience. Make links to theories/constructs/practices we have covered in this course. To address these aspects, include answers to the following questions:

1. What are the goals of the plan? Why is this important to address?
2. What constructs/theories covered in the course are relevant (around 2-3; make sure you define key terms briefly)? Why?
3. What specific actions can you undertake required to meet the goals (relevant to resources, time, activities, etc.)?
4. Are there any supports needed to help you successfully undertake these actions (from your workplace, family, friends etc.)?
5. What challenges are there to implementing these actions? How can these be addressed?
6. What evidence-based outcomes are associated with these types of actions (e.g., job satisfaction, student achievement, lower absenteeism)?
7. How could you feasibly and practically assess the effectiveness of the plan? What would you be

You will critically evaluate key literature related to wellbeing and resilience. To do this, you will choose one of the following options:

1. Create an *annotated bibliography*

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EDST5314

Assessment Task: Wellbeing and resilience personal reflection

Specific Criteria	(-)——————————>(+)				
Understand of the question or issue and the key concepts involved • Reflection on two prior experiences of wellbeing and resilience • Clear links to your prior experiences in Parts 1-3 of the Assessment Task					
Depth of anaysis and/or critque in response to the task • Sophisticated and in-depth reflection on prior experiences • Identification of supports that were present or lacking in the two prior experiences					

Specific Criteria	(-)——————————>(+)

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task,

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

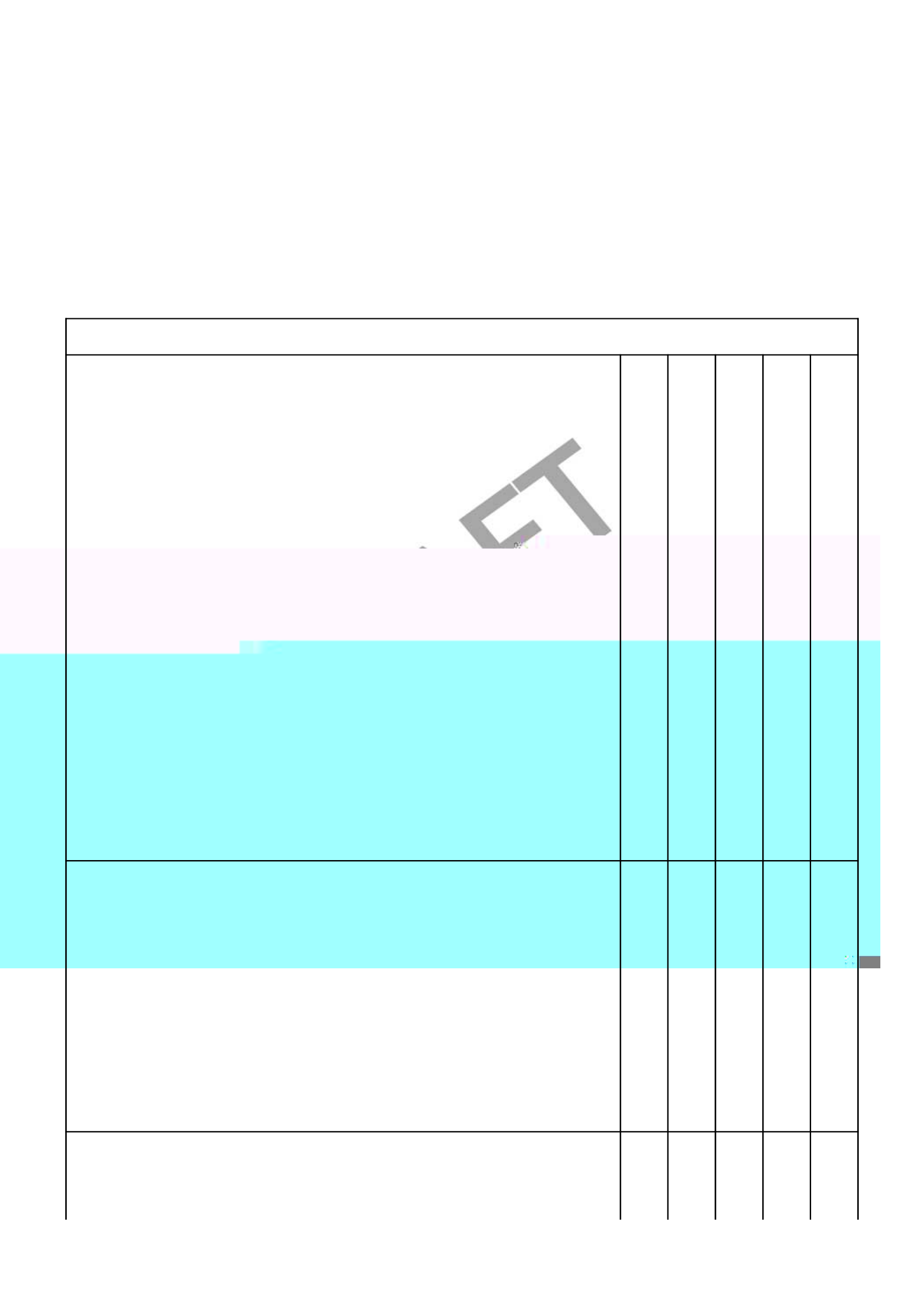
EDST5314

Specific Criteria	(-)————————————>(+)

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, submject to standardisation processes and approval by the School of Education



Specific Criteria	(-)——————————>(+)				

tentative only, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

Cv_ k njc: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- Work submitted 20 or more days after the stipulated deadline will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration

Resources

Prescribed Resources

See Moodle site for required readings.

Recommended Resources

See Moodle site for resources and further readings.

Course Evaluation and Development

Formal student feedback is obtained at the end of the course via My Experience and this is used to make changes to the course in the following year. In addition, informal student feedback is collected midway through the course. For this, students are asked to indicate changes that they would like to see implemented in the course right away, as well as changes to be implemented the next time the course is run. These comments are collated and major themes are identified. These changes are then shared with students in class and, where possible, implemented immediately. For example, prior informal feedback