School of Education

EDST5314
Building Resilience in the Workplace

Term 1, 2019

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5314 Building Resilience in the Workplace (6 units of credit)
Term 1, 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Rebecca Collie
Office Location:	John Goodsell 131
Email:	rebecca.collie@unsw.edu.au
Phone:	9385 9317
Availability:	By appointment

3. COURSE DETAILS

Course Name	Building Resilience in the Workplace
Credit Points	6 units of credit (UOC)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow-up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF 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 learn 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 acquire knowledge of the significance of educator wellbeing and resilience for students, teachers, and schools, as well as issues specific to certain types of educators (e.g., principals, early career teachers).

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Students will understand research- and theory-based concepts of wellbeing and resilience	1, 2, 3
2 u		

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Research suggests that educator wellbeing and resilience is important for thriving teachers, students, and schools. This course aims to provide students with an understanding of wellbeing and resilience among educators (primarily teachers, but also other positions such as principals). Students will be exposed to several relevant theoretical frameworks along with current research in the area. Clear links with practice will also be emphasised throughout the course activities and the assessment tasks. In particular, students will be encouraged to consider how their developing knowledge of the wellbeing and resilience literature is relevant to their own practice and that of other educators.

5. TEACHING STRATEGIES

explicit teaching including intensive day-long seminars using a range of teaching strategies to foster interest and support learning;

structured occasions for reflection on learning allow students to reflect critically on issues discussed;

extensive opportunities for small group dialogue and discussion, allowing students the

Assessment Detail

Assessment 1: Wellbeing and Resilience Reflection (20%) 1800 words (not including reference list)

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

Assessment 2: Personal Wellbeing and Resilience Plan (40%) 2000 words (not including reference list)

You will develop a personal plan for supporting your wellbeing and resilience at work.

Part 1. Describe your working context and the unique challenges and supports that you have as an educator in this job. This should be 400 words or less.

Part 2. 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 74258T4.9266 0 59 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-

Assessment 3: Workplace Resource or Report (40%) 2000 words (not including reference

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Details for the Report:

It you choose this option, you will write a persuasive report about the importance of attending to educatorsôwellbeing and resilience in schools. Please address the following points:

Target audience: State at top of report (e.g., principals or policy-makers from the Board of Studies).
What are wellbeing and resilience? Define in your own words (while citing the literature). This should be reader-friendly and draw from the academic literature.
Why are wellbeing and resilience particularly relevant for teachers? Explain the nature of teaching work and why wellbeing and resilience are important in this context. Include links to at least one theory.
What are research-supported outcomes that may result from efforts to support Describe at least 3 research-supported outcomes (financial, social, academic, etc.). Include outcomes relevant to educators as well as students.
Conclusion: Include a paragraph that summarises main points from your sections.

Important notes:

At the top of your report, identify the target audience.
Refer to at least 6 academic sources (e.g., journals, books).
This report should be written in third person.
Include brief definitions of key terms and constructs (e.g., burnout, autonomy)
Use quotes sparingly. I would like to see paraphrasing in your own words instead.
You are strongly encouraged to copy the questions from above into your response to use as subheadings. The wording for the questions will not count towards the word count.
The occasional use of dot points is acceptable for this assessment as they will make it more accessible for the audience (who tends to have limited time and will want a concise and informative report).

Important Notes Relevant to Both Assessment Options:

This assessment should be double-spaced, size 12 font, and written in APA style; see the following website for assistance with this: http://owl.english.purdue.edu/owl/resource/560/01/
The UNSW Learning Centre can provide support for academic writing and referencing styles: https://student.unsw.edu.au/skills
All assessments should be submitted through Turnitin on the course's Moodle website (see Turnitin spot in Learning Activity pane).

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FEEDBACK SHEET
EDST5314 Building Wellbeing and Resilience Among Educators

Student Name: Student No.:
Assessment Task: Personal Wellbeing and Resilience Plan

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved Clarity and accuracy in the use of key terms, concepts, and theories Clear description of teaching context (including supports and challenges) Responses to all of the questions listed in the instructions					
Depth of analysis and/or critique in response to the task Depth of understanding of key theories, research, and strategies for supporting wellbeing and resilience Clear description of how key theories/constructs are relevant Practical actions and specific strategies provided for implementing and assessing the plan					
Familiarity with and relevance of professional and/or research literature used to support response Use of relevant literature to provide justification for the inclusion of the different aspects of the plan Clear links to theory and research covered in course					
Structure and organisation of response Appropriateness of overall structure Clarity and coherence of organisation, including use of headings					

Presentation of response according to appropriate academic and linguistic conventions

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EDST5314 Building Wellbeing and Resilience Among Educators

Student Name: Student No.:
Assessment Task: Written Report

SPECIFIC CRITERIA	(-) ➔ (+)				
Understanding of the question or issue and the key concepts involved Understanding of the task and its relationship to relevant areas of theory and research Clarity and accuracy in use of key terms and concepts in relation to wellbeing and resilience Identification of the target audience Clear definition of wellbeing and resilience in own words Strong justification with links to theory on the importance of teachersô wellbeing and resilience					
Depth of analysis and/or critique in response to the task Depth of understanding of the importance of educator wellbeing and resilience In-depth description of research-based outcomes (for educators and students) that are associated with teachersô wellbeing and resilience					
Familiarity with and relevance of professional and/or research literature used to support response Clear links to theory and research covered in course to support the reportôs main points Reference to at least 6 academic sources					
Structure and organisation of response Appropriateness of overall structure Clarity and coherence of organisation, including the use of headings and dot points for readability					
Presentation of response according to appropriate academic and linguistic conventions Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure Correct referencing according to APA 6th edition for in-text and final reference list Word count is within 10% of the 2000 word limit					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are 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. _____
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