



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5314

Building Resilience in the Workplace

Summer Term 2020

Contents

1.	LOCATION	2
2.	STAFF CONTACT DETAILS	2
3.	COURSE DETAILS	2
	STUDENT LEARNING OUTCOMES	3
	PROGRAM LEARNING OUTCOMES	3
	AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS	3
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5.	TEACHING STRATEGIES	4
6.	COURSE CONTENT AND STRUCTURE	4
7.	RESOURCES	5
8.	ASSESSMENT	5

IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5314 Building Resilience in the Workplace (6 units of credit)
Summer Term, 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Rebecca Collie
Office Location: Morven Brown Building G31
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_U1.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).

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK

- Several content slides have been moved to earlier in the day and afternoon sessions have more time allocated to discussions and videos.
- A summary of main points covered each day is now included to help consolidate learning.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Students will understand research- and theory-based concepts of wellbeing and resilience	1, 2
2	Students will be able to apply key evidence-based strategies for promoting their own wellbeing as an educator, along with strategies and resources for how this is promoted at a school-wide level.	1, 2
3	Students will be able to distinguish key outcomes that are associated with educator wellbeing and resilience, as well as issues that are specific to certain types of educators	1, 2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	<p>Advanced disciplinary knowledge and practices</p> <p>Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.</p>	2, 3
2	<p>Enquiry-based learning</p> <p>Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.</p>	2,3
3	<p>Cognitive skills and critical thinking</p> <p>Demonstrate advanced critical thinking and problem-solving skills</p>	1, 2, 3
4	<p>Communication, adaptive and interactional skills</p> <p>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</p>	1, 2, 3
5	<p>Global outlook</p> <p>Demonstrate an understanding of international perspectives relevant to the educational field</p>	3
6	<p>Ethics</p> <p>Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</p>	1, 2, 3

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
6.1.3		2
6.4.4		1

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 opportunity to demonstrate their capacity to communicate, to question and to problem solve

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topics
1. 6-hour face-to-face seminar	Course Introduction What is wellbeing? What is resilience?
2. 6-hour face-to-face seminar	Theoretical Models of Stress, Wellbeing, and Resilience
3. 6-hour face-to-face seminar	School-Level Approaches to Supporting Wellbeing and Resilience Outcomes of Wellbeing and Resilience
4. Online activities	Individual Approaches to Supporting Wellbeing and Resilience Wellbeing and Resilience Among Different Types of Educators

7. RESOURCES

Required Readings

Before the Course Begins: Students will be asked to read 10 journal articles or chapters prior to the start of the course. These pre-course readings are required for the first assessment of the course, which is due immediately following the course. ***Students are strongly encouraged to have written a solid draft of Assessment Task 1 before the course begins.*** These pre-course readings will also provide a broad overview of the topics covered in the course.

During the Course: Once the course begins, students will be expected to read 1-2 journal articles or chapters before each class. Readings will be distributed on Moodle.

Further Readings

Additional readings will also be provided on the Moodle site for each topic.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	<u>Due Date</u>
Assessment 1 Wellbeing and Resilience Resource or Report	2,000 words	40%	1, 2, 3	1, 2, 3, 4, 5, 6	Friday January 17, 5pm
Assessment 2 Reflection and Personal Plan	3,500 words	60%	1, 2, 3	1, 2, 3, 4, 6	Monday February 3, 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1: Workplace Resource or Report (40%) – 2000 words (not including reference list)

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** for teachers, a school principal or a department-level policymaker (e.g., from the Board of Studies) interested in improving the school-level support for educator wellbeing and resilience.
OR
2. Write a **persuasive report** about the importance of attending to educator wellbeing and resilience at school.

This assignment will help you develop understanding of the course content, critical thinking skills, research and evaluation skills, and the correct use of APA referencing style.

Important Note: Students should begin Assessment Task 1 before the course begins given the deadline immediately following the course. The 10 pre-course readings will provide you with all the information you need to complete this first assessment task. If you would also like to go beyond the pre-course readings to include other sources in your assessment task, this is also fine. There are many “further readings” listed on the Moodle website that will be useful for this.

Details for the Annotated Bibliography:

If you choose this option, you will develop an annotated bibliography with 6 sources. The topic of the annotated bibliography is: evidence-based practices for supporting wellbeing and resilience among educators. Your aim is to create a resource that will be helpful for supporting wellbeing and resilience among educators. You should frame the annotated bibliography such that it will provide a useful overview of some key literature/concepts/knowledge/outcomes on these topics.

Your annotated bibliography will have two parts.

Part 1: Introduction (around 200 words)

- Describe the intended target audience (e.g., teachers, a school principal, or department-level policymaker).
- Describe very briefly why you chose the sources you did (Did you want to focus on some theme in particular? Are they practice-oriented or theory-based? Etc.).
- Describe how you have ordered the sources. Think carefully about a reading order that will allow the target audience to consider major concepts before moving onto more specific issues.

Part 2: Sources

- **Your annotated bibliography should contain 6 sources that meet the following criteria:**
 - a) Peer reviewed journal articles published in the last 10 years.
 - b) Relevant to your audience.
 - c) Your sources can include pre-course readings, further readings listed on the Moodle site, or any other article of interest to you on this topic.
 - d) Encyclopaedia or dictionaries may be consulted to learn background about your topic, but they will not be counted as one of your 6 sources.
- **Each annotation should be approximately 300 words and contain:**
 - a) a brief synopsis of the article (including brief definitions of key terms);
 - b) a sentence or two about how this source is relevant for your target audience; and
 - c) a sentence or two with some example strategies suggested by the article.

Important notes for the annotated bibliography:

- It is important that you show depth of understanding of the source. This is achieved by summarising the most relevant/major points in your own words.
- Briefly define key terms that aren't common knowledge (e.g., autonomous motivation, basic psychological needs).
- Make practical links for the audience to see how this resource is relevant.
- 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).

Details for the Persuasive Report:

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

- **Target audience:** State at top of report (e.g., principals or policymakers 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 make a persuasive case for why wellbeing and resilience are important in this context. Include authentic links to literature using your own words.
- **What are research-supported outcomes that may result from efforts to support teachers' wellbeing and resilience?** Describe at least 3 research-supported outcomes. Include outcomes relevant to educators as well as students. Example outcomes include teachers' job satisfaction, work engagement, less teacher absenteeism, and greater student achievement.
- **Conclusion:** Include a paragraph that summarises main points from your sections.

Important notes for the persuasive report:

- 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. This helps to show your understanding much more than quotes.
- **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 this will make the report more accessible for the audience (who tends to have limited time and will want a concise and informative report).
- 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).

Assessment 2: Wellbeing and Resilience Reflection and Personal Plan (60%) – 3500 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 course readings. You will also develop a personal plan for supporting your wellbeing and resilience at work.

This assignment will help you make links between course content and your own practice as an educator. It will also further build your familiarity with the main theories and research covered in the course.

Part 1. Reflection (Recommended Length: 800-1,000 words)

Describe your working context and the unique challenges and supports that you have as an educator in this job.

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

- What are some unique challenges you experience in your working context?
- What are some supports provided to you in your working context and beyond (e.g., from friends/family)?
- How have the assigned readings and the course content informed your understanding of your workplace challenges/supports and your wellbeing/resilience? Make authentic links to the literature we have covered.
- Provide details about one way in which your perceptions of your workplace wellbeing/resilience have changed as a result of the course?

Part 2. Personal Plan (Recommended Length: 2,500-2,700 words)

Choose one area in which your wellbeing/resilience could be better supported (e.g., stress from high workload, stress from negative 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 your personal plan (e.g., to reduce workload stress)? Why is this important to address?
2. What theories covered in the course are relevant (include at least 2 theories; make sure you define key terms briefly)? Why?
3. What specific actions can you undertake to meet the goals (relevant to resources, time, activities, etc.)? Provide practical details so that someone could read your plan and know precisely what you will do.
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 looking for?

Important Notes:

- First-person language is appropriate (as this is based upon your experiences).
- **Please copy the questions into your response and write your comments below each one.** The wording for the questions will not count towards the word count.
- A key aim of the personal plan is to provide a practical resource, so provide specific and detailed practical actions and strategies you can undertake to improve/evaluate your wellbeing and resilience. These should be based on academic literature and refer to how you will implement (questions 3-5) and assess (question 7) the plan.
- Make clear and authentic references to relevant literature we have covered in class.
- Use direct quotes from sources sparingly. Paraphrase quotes into your own word wherever possible as it better shows your depth of understanding.
- Dot points are acceptable (and may help you to keep within the word limit).
- 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).

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5314 BUILDING RESILIENCE IN THE WORKPLACE

Student Name: _____ Student No.: _____
 Assessment Task 1 (Option 1): Annotated Bibliography

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Identification of the target audience • Clear indication of why sources were chosen and how they were ordered • Inclusion of a brief synopsis for each source • Description of how each source is relevant for the target audience • Description of practical strategies suggested by each source 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of the main ideas in each source • Clarity in the synopsis of each source 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Reference to 6 peer reviewed journal articles on educator wellbeing and resilience • Sources are current and relevant to the audience 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure • Clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5314 BUILDING RESILIENCE IN THE WORKPLACE

Student Name:
 Assessment Task 1 (Option 2): Written Report

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Strong justification with authentic links to literature on the importance of teachers' wellbeing and resilience • In-depth description of research-based outcomes (for educators and students) that are associated with teachers' wellbeing and resilience 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Clear links to research to support the report's main points • Reference to at least 6 academic sources 					
Structure and organisation of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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:
Recommended: /20 (FL PS CR DN HD)

Date:
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. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

FEEDBACK SHEET
EDST5314 BUILDING RESILIENCE IN THE WORKPLACE

Student Name:

Student No.:

Assessment Task 2: Reflection and Personal Plan

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Sophisticated and in-depth reflection on prior experiences • Identification of changes in knowledge of prior experiences due to readings • Depth of understanding of key theories, research, and strategies for supporting wellbeing and resilience • 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 <ul style="list-style-type: none"> • Use of relevant literature to provide justification for the inclusion of the different aspects of the plan • Clear description of how key theories/constructs are relevant 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure • Clarity and coherence of organisation, including use of headings 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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 3,500-word limit 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

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. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**