



ASSESSMENT BOOKLET

Semester 2, 2019

ESP3100 - Social and Emotional Wellbeing
in Contemporary Secondary School
Contexts

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Introduction

Welcome to the ESP3100 Course Assessment Information Book. This resource has been compiled to help you complete the assignments for the course. In addition to information about the assignment tasks, there is general information about assignment preparation, information about relevant USQ assessment policies, links to assignment forums, and information about extension requests.

Please familiarise yourself with the assessment tasks early during the semester, as this will help you to take specific notes during your study of the course materials, which will then assist you to complete the assignments. We strongly encourage you to ask questions in the assignment forums, and also to share your thoughts and ideas with fellow students. This will promote a supportive learning environment, and improve your understanding of the course content. We look forward to helping you to complete the assignments.

There are three items of assessment for this course:

| Assessment Format | Weighting (%) | Due Date |
|--------------------------------|----------------------|-------------------------------|
| Assignment 1 | 50% | 22 August 2019 |
| Assignment 2 | 49% | 21 October 2019 |
| Professional Experience | 1% | 26 August – 13 September 2019 |

1.1 Assessment Approach

When completing your assignments late at night, you may think that the purpose of the course assessment is to just "measure" your mastery of the course material. This is one view of assessment, which is the "assessment of learning" view (also known as summative assessment). In ESP3100, the assessment of learning involves the consideration of how your assignments respond to (demonstrate) the assignment task and criteria, which have been based upon the course objectives and Australian Professional Standards for Teachers (APSTs). In addition to meeting this course objectives and APSTs, the assignment tasks have also been designed to fulfil the Australian Qualification Framework (AQF) Level 7 criteria (please see page 1.2 of this book for further information).

As your markers also sit up late at night to review your assignments, they do not simply look to deduct marks or to spread the grades across students. Providing a numerical score for assignments would certainly be straightforward, however this would not provide important feedback about your understanding of key concepts or skill development. In this course we adopt an "assessment for learning" approach, where feedback is provided to support your continued learning. An initial step to provide you with feedback is the use of grading rubrics (marking criteria sheet) to identify the "level of performance" (e.g., C, B, A) that an assignment demonstrates

against each marking criterion. Just as you learned in EDC2300, the completion of the rubric allows your marker to indicate the extent to which you completed the task. In addition, they will provide you with individual in-text comments throughout your submission. Please spend time reading and reflecting on these as they have been included as feedforward to assist you in your future studies.

1.2 Assessment Policies

It is important to familiarise yourself with the relevant USQ policies that are related to the completion of course assessment tasks. You are encouraged to review the following three documents to understand the requirements/procedures for completing assessment at USQ, as these are the documents which guide or decision-making processes.

- a) [ESP3100 Course Specification](#)
- b) [Bachelor of Education Professional Experience Book](#)
- c) [ESP3100 Professional Experience Guide \(PEG\)](#)
- d) [USQ Assessment Procedure](#)
- e) [USQ Academic Integrity Procedure](#) (inc. plagiarism, collusion and cheating)

1.3 Links between Course Objectives, Assessment and APSTs

The objectives of the course are listed in the course specification (link on previous page), and define the student learning outcomes for a course in accordance with the Australian Qualifications Framework (AQF). To assist in your preparation for provisional teacher registration, the course objectives have also been aligned to the Australian Professional Standards for Teachers (APSTs). Each course objective is assessed at least once, meaning you will be assessed against each taught APST at least once in this course. The APSTs and course objectives which are assessed through your assignments are:

| | |
|----------------------|--|
| Learning Objective 1 | Apply a broad range of concepts in mental health promotion and intervention through the application of an ecological/contextual model addressing social and emotional wellbeing issues |
| APSTs | 4.4 – Maintain student safety |
| Assignment | 1 and Professional Experience |
| Learning Objective 2 | Identify, describe and analyse factors that lead to student alienation, mental health problems/mental illness, especially in relation to the safe, ethical and responsible use of ICT |
| APSTs | 4.4 – Maintain student safety, 4.5 – Use ICT safely, responsibly and ethically |
| Assignment | 1, 2 and Professional Experience |
| Learning Objective 3 | Identify a sequence of lessons that considers the wellbeing and safety of all students and reflects the school, curriculum and legislative requirements |
| APSTs | 3.2 – Plan, structure and sequence learning programs, 4.4 – Maintain student safety |
| Assignment | 2 and Professional Experience |
| Learning Objective 4 | Seek feedback from a teacher on the sequence of lessons and identify changes that will improve your teaching practice |
| APSTs | 3.2 – Plan, structure and sequence learning programs, |

| | |
|----------------------|--|
| | 6.1 – Identify and plan professional learning needs, 6.4 – Apply professional learning and improve student learning |
| Assignment | 1, 2 and Professional Experience |
| Learning Objective 5 | Outline the role of social and emotional learning in the promotion of social and emotional wellbeing, including a critical discussion on the role of the teacher in the promotion of social and emotional wellbeing within learning programs |
| APSTs | 3.2 – Plan, structure and sequence learning programs, 4.4 – Maintain student safety |
| Assignment | 1 and Professional Experience |
| Learning Objective 6 | Formulate cogent arguments for the centrality of teacher wellbeing in a health promoting school culture |
| APSTs | 4.4 – Maintain student safety |
| Assignment | 2 and Professional Experience |
| Learning Objective 7 | Outline the rationale for continued professional learning, especially in relation to teacher wellbeing and health promotion to improve students' learning with connection to the APSTs |
| APSTs | 6.1 – Identify and plan professional learning needs, 6.4 – Apply professional learning and improve student learning |
| Assignment | 1 |

Assignment 1 Information

Task Sheet

A Rationale for Social Emotional Wellbeing and Learning

Due Date: 22 August 2019

Weighting: 50%

Word Limit: 2000 words

Purpose and Context

The purpose of this task is to have pre-service teachers' research key concepts in social emotional wellbeing (SEWB) and social emotional learning (SEL) in Australian secondary schools. These key concepts are then used to justify and argue for, the inclusion of SEWB and SEL as core roles of schools and teachers in contemporary society.

Connection to Australian Professional Standards for Teachers

APST 4.4: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements (LO1,2,5)

APST 4.5: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching (LO2)

APST 6.1: Demonstrate an understanding of the role of the APSTs for teachers in identifying professional learning needs (LO7)

APST 6.4: Demonstrate an understanding for the rationale for continued professional learning and the implications for improved student learning (LO7)

Task Outline

You are required to:

1. Write a rationale for the inclusion of the promotion of SEWB, and SEL as a core role of schools, teachers and curriculum in contemporary Australian society. You are required to:

- Define SEWB and SEL (150 words)
- Explain and justify the need for and importance of SEWB and SEL in Australian schools (500 words)
- Highlight some of the strategies currently used in schools addressing SEWB (250 words)
- Explain how you as a teacher can use the physical (including ICT) and human resources available at your school to better meet the SEWB and SEL needs of your students (300 words)
- Identify and describe at least one argument which opposes the inclusion of SEWB in schools (250 words)
- Justify your position in relation to those conflicting views, summarising your overall stance in relation to the inclusion of SEWB and SEL in secondary schools (300 words).

2. Locate and explain a professional development opportunity that would further develop your understanding of a particular SEWB issue and how you would implement this learning in your teaching. Identify how this opportunity aligns with one or more of the Australian Professional Standards for Teachers (250 words).

Submission Requirements

- Word limit: 2000 words +/- 10% (Penalties apply for excessive word counts).
- You must include a reference list with your response using the APA 6th ed. format. (Not included in word count)
- Your submission should include a coversheet, and be formatted according to APA guidelines (e.g., double spaced, size 12 Times New Roman, reference list on a separate page)

Submission Process

- Online submission only.
- Click on the "Assignment 1" link on the "Assessment" page of the Study Desk.
- When uploading your assignment, the Turn-it-in feature will ask you to submit your assignment for review. Please provide your permission, and Turn-it-in will provide you with a report about the sources of information in your submission (discussion about this process will occur in the assignment tutorial).
- Remember to "complete" the submission process on or before the due date (not just attach your assignment). If you do forgot to complete the submission process, please do not "complete" or "resubmit" your assignment after the due date. If this does occur, please contact the Course Examiner.

ESP3100 – Assignment One Rubric

Student Name: _____ Marker Name: _____

| CRITERIA | OUTSTANDING | COMPREHENSIVE | WELL-DEVELOPED | SATISFACTORY | POOR | VERY POOR |
|---|--|---|---|---|--|--|
| <p>Definition and justification of the need for SEWB and SEL in schools (LO 1)</p> | <p>Provided a clear, concise and relevant definition for SEWB and SEL</p> <p>Clearly explained and justified with the use of relevant examples, the need for and importance of SEWB and SEL in Australian secondary schools</p> | <p>Provided a clear and relevant definition for SEWB and SEL</p> <p>Explained and justified with the use of relevant examples, the need for and importance of SEWB and SEL in Australian secondary schools</p> | <p>Provided a logical definition for SEWB and SEL</p> <p>Explained and justified the need for and importance of SEWB and SEL in Australian secondary schools</p> | <p>Provided a definition for SEWB and SEL</p> <p>Explained the need for and importance of SEWB and SEL in schools</p> | <p>Provided a definition for either SEWB or SEL</p> <p>Described the importance of SEWB and SEL</p> | <p>No work submitted/no response/irrelevant response</p> |
| /15 | 15-14 | 13-12 | 11-10 | 9-7.5 | 7-1 | 0 |
| <p>Explanation of strategies used; human and physical resources available to meet the SEWB and SEL needs (LO 2)</p> | <p>Explained multiple, relevant strategies currently used in schools addressing SEWB</p> <p>Explained with context-specific examples, how physical (including ICT) and human resources can be used to best meet the SEWB and SEL needs of students</p> | <p>Described multiple, relevant strategies currently used in schools addressing SEWB</p> <p>Explained with context-specific examples, how physical (including ICT) and human resources can be used to meet the SEWB and SEL needs of students</p> | <p>Described more than one strategy currently used in schools addressing SEWB</p> <p>Explained with examples, how physical (including ICT) and human resources can be used to meet the SEWB and SEL needs of students</p> | <p>Stated more than one strategy currently used in schools addressing SEWB</p> <p>Explained how physical (including ICT) and human resources can be used to meet the SEWB and SEL needs of students</p> | <p>Listed one strategy that has been used in schools addressing SEWB</p> <p>Described how resources can be used to meet the SEWB and SEL needs of students</p> | <p>No work submitted/no response/irrelevant response</p> |
| /10 | 10-9 | 8 | 7 | 6-5 | 4-1 | 0 |
| <p>Acknowledgement of a balanced view and identification of overall stance regarding the inclusion of SEWB and SEL in</p> | <p>Clearly and concisely explained more than one relevant argument which opposes the inclusion of SEWB in schools</p> | <p>Explained more than one relevant argument which opposes the inclusion of SEWB in schools</p> | <p>Explained one relevant argument which opposes the inclusion of SEWB in schools</p> | <p>Described one argument which opposes the inclusion of SEWB in schools</p> | <p>Identified a point of view which may oppose the inclusion of SEWB in schools</p> | <p>No work submitted/no response/irrelevant response</p> |

| | | | | | | |
|---|---|--|---|---|---|---|
| secondary schools (LO 5) | Clearly and explicitly justified your position in relation to the conflicting views and convincingly summarised your overall stance | Clearly justified your position in relation to the conflicting views and summarised your overall stance well | Justified your position in relation to the conflicting views and summarised your overall stance | Explained your position in relation to the conflicting views and summarised your stance | Made a conclusion, acknowledging opposing positions | |
| /15 | 15-14 | 13-12 | 11-10 | 9-7.5 | 7-1 | 0 |
| Identification of a current Professional Development opportunity with explanation of its implementation in practice (LO 7) | Clearly and concisely explained a current and relevant PD opportunity, how it would develop your understanding, and how this could be implemented in your teaching Justified this opportunity with a clear and logical alignment to relevant APSTs | Explained a current PD opportunity, how it would develop your understanding, and how this could be implemented in your teaching Explained this opportunity with a logical alignment to relevant APSTs | Explained a current PD opportunity and how it could be implemented in your teaching Identified this opportunity with a logical alignment to relevant APSTs | Explained a PD opportunity and how it could be implemented in teaching Identified this opportunity with an alignment to relevant APSTs | Listed a PD opportunity and how it could be used Listed an APST which may have an alignment to the PD opportunity | No work submitted/no response/irrelevant response No APST identified |
| /5 | 5 | 4 | 3 | 2.5 | 2-1 | 0 |
| Academic literacy | Supported all statements with reference to current and relevant literature and or/examples. No spelling or grammatical errors. Sentence structure and paragraphing was very effective. Referencing was consistent with APA 6. Adheres to specified work limit | Supported key statements with reference to relevant literature and/or examples. Spelling and grammar was consistently accurate. Sentence structure and paragraphing was predominantly effective. Referencing was consistent with APA 6 with some minor errors. Adheres to specified word limit | Supported statements with reference to literature and/or examples. Spelling and grammar was accurate. Sentence structure and paragraphing was satisfactory. Referencing was consistent with APA 6 with few errors Adheres to specified word limit | Supported some statements with reference to literature or examples. Spelling and grammar was usually correct. Sentence structure and paragraphing had some errors which impeded readability. Referencing was attempted in APA 6 | Limited support of statements with reference to literature or examples. Consistent errors throughout the text made it difficult to comprehend | No work submitted/no response/irrelevant response |
| /5 | 5 | 4 | 3 | 2.5 | 2-1 | 0 |

TOTAL: ____/50

MARKER COMMENTS:

Assignment 2 Information

Task Sheet

Reflective Practice

Due Date: 21 October 2019

Weighting: 49%

Word Limit: 2000 words (excluding lesson sequence)

Purpose and Context

The purpose of this task is to have pre-service educators reflect on a Professional Experience placement, analyse the school's approach to wellbeing, and make recommendations to further promote SEWB. You will also design a sequence of three lessons to support students' SEWB and receive feedback on these from your supervising teacher while on Professional Experience.

Connection to Australian Professional Standards for Teachers

APST 3.2: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies (LO3)

APST 4.4: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements (LO2)

APST 4.5: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching (LO2)

APST 6.3: Seek and apply constructive feedback from supervisors and teachers to improve teaching practice (LO4)

Task Outline

Part A:

- Design a lesson sequence of 3x60 minute lessons which incorporates a range of strategies to support students' SEWB with consideration given to safe and ethical use of ICT (not included in word count). Include a short context statement (including year level, demographics and whether this is occurring as part of your subject area, year level class, pastoral care etc.
- Seek constructive feedback from a teacher on your sequence of lessons and identify how you will use this to improve teaching practice, specifically in relation to the SEWB of your students (500 words)

Part B:

- Complete the school wellbeing check (<https://studentwellbeinghub.edu.au/educators/australian-student-wellbeing-framework#/>) and include the report as Appendix A (not included in word count)
- Choose one of the five areas from the report and analyse the school's strengths and weaknesses in this area. Be sure to use examples and link explicitly back to practices or procedures used in the school that highlight this area (1000 words)
- Make recommendations as to how the school may improve practices to promote this area of SEWB, including teacher wellbeing (500 words)

Submission Requirements

- Word limit: 2000 words +/- 10% (Penalties apply for excessive word counts).
- You must include a reference list with your response using the APA 6th ed. format. (Not included in word count)
- Your submission should include a coversheet, and be formatted according to APA guidelines (e.g., double spaced, size 12 Times New Roman, reference list on a separate page). The lesson sequence does not have to be formatted in this way.
- Please attach the report from the Australian Student Wellbeing Framework tool as **Appendix A.**

Submission Process

- Online submission only.
- Click on the "Assignment 2" link on the "Assessment" page of the Study Desk
- When uploading your assignment, the Turn-it-in feature will ask you to submit your assignment for review. Please provide your permission, and Turn-it-in will provide you with a report about the sources of information in your submission (discussion about this process will occur in the assignment tutorial).
- Remember to "complete" the submission process on or before the due date (not just attach your assignment). If you do forgot to complete the submission process, please do not "complete" or "resubmit" your assignment after the due date. If this does occur, please contact the Course Examiner.

ESP3100 – Assignment Two
Marking Criteria and Feedback Sheet

Student Name: _____ Marker Name: _____

| CRITERIA | OUTSTANDING | COMPREHENSIVE | WELL-DEVELOPED | SATISFACTORY | POOR |
|--|--|---|--|--|---|
| 1. Lesson sequence incorporating a range of strategies to support students' SEWB, including safe and ethical use of ICT (LO2, LO3) | Designed a highly engaging and effective sequence of lessons, including various contextually relevant strategies to support students' SEWB Incorporated relevant and appropriate ICT, showing an awareness for its safe and ethical use in the classroom | Designed an engaging and effective sequence of lessons, including relevant various strategies to support students' SEWB Incorporated relevant and appropriate ICT, showing an awareness for its safe and ethical use in the classroom | Designed an appropriate sequence of lessons, including various strategies to support students' SEWB Incorporated appropriate ICT, showing an awareness for its safe and ethical use in the classroom | Designed a sequence of lessons, including various strategies to support students' SEWB Incorporated ICT, showing an awareness for its safe and ethical use in the classroom | Sequence of lessons didn't include SEWB focus OR no inclusion of ICT |
| /10 | 10-9 | 8 | 7 | 6-5 | 4-0 |
| 2. Seek feedback from a teacher on the sequence of lessons and identify changes that will improve your teaching practice in relation to SEWB (LO4) | Explained and justified improvements to teaching practices, specifically SEWB, as a result of applying feedback of sequence of lessons from supervising teacher | Explained improvements to teaching practices, specifically SEWB, as a result of applying feedback of sequence of lessons from supervising teacher | Described improvements to teaching practices, specifically SEWB, as a result of applying feedback of sequence of lessons from supervising teacher | Outlined improvements to teaching practices, specifically SEWB, as a result of applying feedback of sequence of lessons from supervising teacher | Limited outline of improvements to teaching practices as a result of applying feedback of sequence of lessons from supervising teacher OR Improvements to teaching practice not aligned with SEWB |
| /10 | 10-9 | 8 | 7 | 6-5 | 4-0 |
| 3. Analysis of one chosen aspect of SEWB within a school setting (LO1, LO2) | The most pertinent aspect of SEWB was chosen within the school according to the school audit tool report Strengths and weaknesses were very clearly identified and explained Highly relevant examples in relation to the chosen aspect were included and explained | A pertinent aspect of SEWB was chosen within the school according to the school audit tool report Strengths and weaknesses were clearly identified and explained Relevant examples in relation to the chosen aspect were included and explained | An aspect of SEWB was chosen within the school according to the school audit tool report Strengths and weaknesses were identified and explained Multiple examples in relation to the chosen aspect were included and described | An aspect of SEWB was chosen within the school according to the school audit tool report Strengths and weaknesses were identified and described An example in relation to the chosen aspect was included | An aspect according to the school audit tool report was not identifiable from the analysis submitted |
| /15 | 15-14 | 13-12 | 11-10 | 9-7.5 | 7-0 |

| | | | | | |
|---|---|--|---|---|---|
| 4. Recommendations for improving the chosen aspect of SEWB within the school setting, including teacher wellbeing (LO6) | Current and practical recommendations for further promotion of SEWB within the school, including teacher wellbeing were explained and justified | Practical recommendations for further promotion of SEWB within the school, including teacher wellbeing were explained and justified | Practical recommendations for further promotion of SEWB within the school, including teacher wellbeing were described | Some recommendations for further promotion of SEWB within the school, including teacher wellbeing were described | Limited identification of recommendations for further promotion of SEWB within the school |
| /10 | 10-9 | 8 | 7 | 6-5 | 4-0 |
| 5. Academic literacy | Supported all statements with reference to current and relevant literature and or/examples. No spelling or grammatical errors. Sentence structure and paragraphing was very effective. Referencing was consistent with APA 6. Adhered to specified word limit | Supported key statements with reference to relevant literature and/or examples. Spelling and grammar were consistently accurate. Sentence structure and paragraphing were predominantly effective. Referencing was consistent with APA 6 with some minor errors. Adhered to specified word limit | Supported statements with reference to literature and/or examples. Spelling and grammar were accurate. Sentence structure and paragraphing was satisfactory. Referencing was consistent with APA 6 with few errors. Adhered to specified word limit | Supported some statements with reference to literature or examples. Spelling and grammar was usually correct. Sentence structure and paragraphing had some errors which impeded readability. Referencing was attempted in APA 6 | Limited support of statements with reference to literature or examples. Consistent errors throughout the text made it difficult to comprehend |
| /4 | 4 | 3 | 2.5 | 2 | 1-0 |

TOTAL: ____/49

MARKER COMMENTS: