



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5314**

**Building Resilience in the Workplace**

**Semester 2, 2017**

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### 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 and Gadigal 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)  
Semester 2, 2017

## 2. STAFF CONTACT DETAILS

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

## 3. COURSE DETAILS

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<b>Course Name</b>	Building Resilience in the Workplace
<b>Credit Points</b>	6 units of credit (UOC)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow-up activities, etc.
<b>Schedule</b>	
Intensive course	Monday September 25 to Friday September 29, 2017 9:00am – 4:00pm Mathews 102

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### **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:*

- More time has been provided between Assessment 2 and 3 due dates
- 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.

### **Important Information**

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

### **Student Learning Outcomes**

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

### **Program Learning Outcomes**

Standard		Assessment/s
1	<b>Advanced disciplinary knowledge and practices</b> 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.	2, 3
2	<b>Enquiry-based learning</b> 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.	2,3
3	<b>Cognitive skills and critical thinking</b> Demonstrate advanced critical thinking and problem solving skills	1, 2, 3
4	<b>Communication, adaptive and interactional skills</b> Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2, 3
5	<b>Global outlook</b> Demonstrate an understanding of international perspectives relevant to the educational field	3
6	<b>Ethics</b> Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2, 3

### **AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)**

Standard		Assessment/s
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.	1, 2
6.4.4	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.	3

## **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

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

## 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 are required reading for the first assessment of the course, which is due before the course begins. They 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 before each class.

### ***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	Due Date
Assessment 1 Wellbeing and Resilience Reflection	1,800 words	20%	1, 3	3, 4, 6	Monday August 28, 5pm
Assessment 2 Personal Wellbeing and Resilience Plan	2,000 words	40%	1, 2, 3, 4	1, 2, 3, 4, 6	Monday October 16, 5pm
Assessment 3 Wellbeing and Resilience Resource or Report	2,000 words	40%	1, 2, 3, 4	1, 2, 3, 4, 5, 6	Monday October 30, 5pm

*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. Student no longer need to use a cover sheet. 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.*

## **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.

### *Part 1: Description:*

- 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.

### *Part 2: Links with Literature*

- Consider the following questions and make authentic links to the knowledge you have gained from the assigned readings.
  - How do the assigned readings inform your understanding of these experiences?
  - To what extent have your perceptions of the experiences changed after the readings?

### *Part 3: Comparing Experiences*

- Compare the two experiences:
  - How do they differ?
  - What was lacking or present?
  - Make clear links to concepts covered in the readings when answering these questions.

### *Part 4: Moving Forwards*

- Consider the following questions and write **at least two answers** for each:
  - What remaining questions do you have about these experiences, the readings, or the topic in general?
  - What do you want to learn about wellbeing and resilience?

This assignment will help you prepare for the course and identify your prior understanding and experiences of wellbeing and resilience.

### **Important Notes:**

- The word limit is constrained and so it is very important that you attend directly to the questions above. There is no need to summarise the literature in this Assessment Task. Your reflections are the key content that will be assessed and the extent to which you concisely show depth of understanding, sophisticated reflection, and changes in understanding.
- Make authentic links in your writing to **at least 4 different assigned readings**.
- First-person language is appropriate (as this is based upon your experiences).
- The use of headings for the different sections is encouraged.
- This reflection 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 Wellbeing and Resilience Among Educators

Student Name:

Student No.:

Assessment Task: Pre-Course Reflection

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Reflection on two prior experiences of wellbeing and resilience</li> <li>• Clear links to your prior experiences in Parts 1-3 of the Assessment Task</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Sophisticated and in-depth reflection on prior experiences</li> <li>• Identification of supports that were present or lacking in the two prior experiences</li> <li>• Identification of changes in knowledge of prior experiences due to readings</li> <li>• Formation of at least two questions about wellbeing and resilience</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Clear and authentic links to at least 4 of the assigned readings to inform understanding of prior experiences</li> <li>• Authentic use of literature to compare the two prior experiences</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure</li> <li>• Clarity and coherence of organisation, including use of headings for different sections</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure</li> <li>• Correct referencing according to APA 6<sup>th</sup> edition for in-text and final reference list</li> <li>• Word count is within 10% of the 1800 word limit</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer:

Date:

Recommended:     /20     (FL PS CR DN HD)

Weighting: 20%

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.**

## **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 covered in this course. To address these aspects, include answers to the following questions:

1. What are the goals of the plan?
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 looking for?

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.

### ***Important Notes:***

- A key aim of this assignment 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).
- **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.
- 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 Wellbeing and Resilience Among Educators

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

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Clarity and accuracy in the use of key terms, concepts, and theories</li> <li>• Clear description of teaching context (including supports and challenges)</li> <li>• Responses to all of the questions listed in the instructions</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of key theories, research, and strategies for supporting wellbeing and resilience</li> <li>• Clear description of how key theories/constructs are relevant</li> <li>• Practical actions and specific strategies provided for implementing and assessing the plan</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Use of relevant literature to provide justification for the inclusion of the different aspects of the plan</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure</li> <li>• Clarity and coherence of organisation, including use of headings</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure</li> <li>• Correct referencing according to APA 6<sup>th</sup> edition for in-text and final reference list</li> <li>• Word count is within 10% of the 2000 word limit</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:** \_\_\_\_\_  
**Recommended:**     /20     (FL PS CR DN HD)

**Date:** \_\_\_\_\_  
**Weighting:** 40%

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### **Assessment 3: 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 a school principal or department-level policy-maker (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 further develop understanding of the course content, critical thinking skills, research and evaluation skills, and the correct use of APA referencing style.

#### ***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. This can be either a school principal, school board, or department-level policy-maker.
- 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 (school principals or department-level policy-makers).
  - c) Up to two of the assigned readings from this course and any number of the further readings.
  - 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:**

- 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 any 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.

### ***Details for the Report:***

It you choose this option, you will write a persuasive report about the importance of attending to educators' wellbeing and resilience in schools. Your audience is either school principals or policy-makers (e.g., from the Board of Studies). Please address the following points:

- **Target audience:** State at top of report.
- **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 teachers' wellbeing and resilience important?** Briefly 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 teachers' wellbeing and resilience?** 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.
- Subheadings (e.g., the bolded statements above) and occasional use of dot points are acceptable for this assessment as they will make it more accessible for the audience (who tend 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).

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5314 Building Wellbeing and Resilience Among Educators

Student Name:

Student No.:

Assessment Task: Annotated Bibliography

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of theory, research, and practice</li> <li>• Identification of the target audience</li> <li>• Clear indication of why sources were chosen and how they were ordered</li> <li>• Inclusion of a brief synopsis for each source</li> <li>• Description of how each source is relevant for the target audience</li> <li>• Description of practical strategies suggested by each source</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of the main ideas in each source</li> <li>• Clarity in the synopsis of each source</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Reference to 6 peer reviewed journal articles on educator wellbeing and resilience</li> <li>• Sources are current and relevant to the audience</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure</li> <li>• Clarity and coherence of organisation</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure</li> <li>• Correct referencing according to APA 6<sup>th</sup> edition for in-text and final reference list</li> <li>• Word count is within 10% of the 2000 word limit</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5314 Building Wellbeing and Resilience Among Educators

Student Name:  
 Assessment Task: Written Report

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of theory and research</li> <li>• Clarity and accuracy in use of key terms and concepts in relation to wellbeing and resilience</li> <li>• Identification of the target audience</li> <li>• Clear definition of wellbeing and resilience in own words</li> <li>• Strong justification with links to theory on the importance of teachers' wellbeing and resilience</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of the importance of educator wellbeing and resilience</li> <li>• In-depth description of research-based outcomes (for educators and students) that are associated with teachers' wellbeing and resilience</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Clear links to theory and research covered in course to support the report's main points</li> <li>• Reference to at least 6 academic sources</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure</li> <li>• Clarity and coherence of organisation, including the use of headings and dot points for readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure</li> <li>• Correct referencing according to APA 6<sup>th</sup> edition for in-text and final reference list</li> <li>• Word count is within 10% of the 2000 word limit</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**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.**