

## ENTRY REQUIREMENTS

Applicants will be eligible for entry to the program if they have:

- an appropriate honours degree in Education and one year of documented relevant professional experience; or
- a Postgraduate Certificate or Postgraduate Diploma in the field of Education and one year of documented relevant professional experience; or
- a relevant four-year degree, or equivalent, and at least two years of documented relevant professional experience.

## PATHWAY TO FURTHER STUDY

Subject to MGSE approval, on successful completion of the Master of Education (Student Wellbeing) students with five years relevant professional experience, may progress to Doctor of Education (D.Ed) coursework and research studies.

## COURSE FEES

The Melbourne Graduate School of Education offers the majority of its postgraduate courses on a CSP basis. Commonwealth Supported Place (CSP) Fee in 2010 was \$5300 per 100 pts.

Applicants who are unsuccessful in gaining a CSP place may apply for selection as a fee-based student. Australian Fee Place 2010 was \$17,660 (100 pts).

CECV Sponsored Students - fees paid by the CECV.

## FOR GENERAL COURSE ENQUIRIES

Melbourne Graduate School of Education Student Centre  
Alice Hoy Building  
The University of Melbourne  
Melbourne VIC 3010  
t: (+61 3) 8344 8285  
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w: [www.edfac.unimelb.edu.au](http://www.edfac.unimelb.edu.au)

### Course Coordinators:

Ms Desma Strong (+61 3) 8344 0976  
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# 2011 Master of Education (Student Wellbeing)

The Master of Education (Student Wellbeing) is a coursework program (usually taken over two years) focused on integrating theory and practice in the field of student wellbeing.

Studies in the field of student wellbeing are designed to build the capacity of teachers, and others working in education related settings, to address the emotional and social health needs of students. The Master of Education (Student Wellbeing) promotes an understanding of the centrality of student wellbeing to positive educational and mental health outcomes.

The course provides opportunities for teachers to develop and enhance knowledge and skills to promote student wellbeing in schools at the individual and organisational level. The course prepares teachers to take a leadership role in the design, implementation and evaluation of student wellbeing policy, programs and practices. This area of study will be of particular benefit to teachers with specific responsibilities for student care such as year or grade level coordinators, pastoral or home group teachers and student welfare coordinators, and to other professionals working with students in educational settings.

#### TEACHERS STUDYING WITH US SAY:

*'I am more confident and relaxed, less judgmental and listen to kids more.:' 'My underlying caring for kids has been regenerated.'*

*'I am more willing and confident to take a leadership role in implementing wellbeing initiatives in my school.'*

*'I am able to back practice with theory.'*

*'Great to come together with other concerned teachers and work through common issues.:' 'I am inspired to learn more about student wellbeing.'*

#### COURSE STRUCTURE

The course consists of five compulsory subjects ( 100 points)

#### ATTENDANCE OPTIONS

Three potential delivery modes (subject to numbers):

- weekday/weekend/vacation
- evening/weekend
- weekend/vacation

		Year 1	
Sem 1	Student Wellbeing: Current Approaches 12.5 points	Relationship Skills for Educators 1 12.5 points	
2	Linking School and Community 12.5 points	Relationship Skills for Educators 2 12.5 points	
		Year 2	
1	Leading Change For Student Wellbeing 12.5 points	Interpersonal and Group Processes 12.5 points	
2	Negotiated Project in Student Wellbeing 25 points		

#### SUBJECT OUTLINES

##### Student Wellbeing: Current Approaches

A study of the historical, social and political context within which student wellbeing is understood; and the concepts, theories and evidence-bases directing approaches to promoting wellbeing in school settings.

##### Relationship Skills for Educators 1

A study of the educator's role in the promotion of student wellbeing and student support; research on effective helping and issues, controversies and role boundaries.

##### Relationship Skills for Educators 2

The application of advanced helping skills in a range of educational contexts and interactions.

##### Linking School and Community

A study of contemporary theories and models of school-home, school-community partnerships and cross-sectoral practice.

##### Interpersonal and Group Processes

A study of theory and skills relevant to managing complex and challenging interactions in educational settings including a study of conflict management, and group processes applicable to leading participatory education tasks and facilitating teamwork in schools.

##### Leading Change for Student Wellbeing

A study of leadership and change theories and models to enable effective advocacy for, and leadership of, initiatives in student wellbeing including a study of the impact of organisational factors on student and teacher wellbeing.

##### Negotiated Project in Student Wellbeing

Participants will be required to negotiate the development of a student wellbeing related project to apply, consolidate and extend the knowledge and skills covered in the course.