

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	CHILD AND ADOLESCENT DEVELOPMENT AND CHARACTERISTICS
Unit ID:	EDBED1017
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED1009 and EDECE1006 and EDFGC2021)
ASCED:	070103

Description of the Unit:

This unit will provide the opportunity to explore significant aspects of physical, social, psychological and intellectual development and characteristics of children and young people. It considers the social, historical, global and cultural contexts within which children and young people live, and the possible implications for their learning and their world more broadly. Students will inquire into theoretical perspectives and apply contemporary knowledge of those perspectives to strategies for teaching and learning which support inclusive participation, engagement and well-being. Children and young people are presented and positioned as active agents within the contexts of teaching and learning.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Explore research into the widely varying factors that impact on how students learn, and the implications these have for learning and for teaching.
- K2.** Explain theoretical perspectives that inform contemporary understandings of the development of children and young people, both in general, and for individual learners specific behaviours and characteristics, and how these may affect learning.
- K3.** Consider the likely impact of factors such as culture, family, genetic inheritance and life experiences on child and young peoples development.
- K4.** Identify strategies and activities to support learner participation, engagement and meet individual student learning needs and strengths, including ways to work effectively, sensitively and confidentially with parents/carers.
- K5.** Explore the principles of inclusiveness and diversity along with associated, competing policy and legislative requirements.
- K6.** Differentiate between childhood and adolescence as periods of diverse individual development, behaviours and relationships in society.

Skills:

- S1.** Critically reflect on the nature of childhood and adolescence and the varying perspectives of education and educational contexts.
- S2.** Explore and develop skills associated with issues and strategies to support social/ emotional wellbeing and safety of children and young people in learning environments.
- S3.** Develop an understanding of the identities, learning needs and strengths of learners from varying backgrounds.

Application of knowledge and skills:

- A1.** Identify and apply evidenced-based strategies and practical approaches to meet individual student learning needs and strengths to support inclusive student participation and engagement in learning and cater for varying behaviours in learning environments.
- A2.** Examine a range of factors such as physical, social and/or intellectual development and characteristics that influence the development of children and young people and critically reflect on how these may affect learning and pedagogical implications.
- A3.** Demonstrate an understanding of how taken-for-granted and/or dominant social and cultural assumptions position and impact young people's experience of schooling and education.
- A4.** Attempt Literacy and Numeracy Test for Initial Teacher Education (LANTITE).

Unit Content:

Topics to be covered

- How children and young people develop as individuals.
- Implications and applications of theories and research in the areas of physical, social, psychological and intellectual development of children and youth and the possible implications for learning and teaching.

- Effect of the social, historical, global and cultural contexts within which children and young people are embedded, influences and shapes their development, learning and their world more broadly.
- The notion of development as a process of ongoing transformation that is mediated as people participate in the social and cultural activities that surround them.
- The ways in which teacher/student relationships can be utilised to address a range of behaviours in the classroom.
- Introduction to the multiple and competing discourses of childhood, youth and schooling including notions of inclusion and equity and the meanings of associated concepts such as ability, deficit, difference, inclusiveness, social justice and democratic schooling.
- Understand strategies for working effectively, sensitively and confidentially with parents/carers and the broader school community.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K4, K6, S2, A1, A2, A3	AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	S2, S3, A1, A2, A3	AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	K1, K2, K3, S1, A1, A2, A3	AT1, AT2
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K3, K4, K5, K6, S2, S3, A1, A2, A3	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S2, S3, A1, A2. APST 1.2, 1.3, 1.5, 4.1	Make explicit links between theory and practice, in respect to reflecting how course themes relate to teaching and how concepts apply to learners and learning environments. Students are required to describe classroom activities in relation to course themes, and to demonstrate knowledge and understanding of differentiated teaching approaches to meet learners' needs. Students also explore and justify the teaching approach supported by research.	Practical Enquiry and Critical Reflection	40-60%
K1, K2, K3, K5, K6, S1, S2, S3, A2, A3. APST 1.1, 1.2, 4.4, 7.3	An analytical discussion of particular characteristics of a case underpinned by relevant theory/research to explore how learner characteristics and development present potential strengths or risks to learning, behaviour and/or wellbeing. Students critically examine a range of factors, such as culture, environment and life experiences that have impacted on the schooling of learners. Students provide strategies to support student socio/emotional well-being and safety, including ways to work effectively, sensitively and confidentially with parents/carers.	Case Study	40-60%
A4	Attempt Literacy and Numeracy Test for Initial Teacher Education (LANTITE) students	Hurdle	S/U

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Yes	Introductory
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Introductory
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Introductory
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Introductory
Professional Practice		
4. Create and maintain supportive and safe learning environments		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Introductory
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Introductory
Professional Engagement		
7. Engage professionally with colleagues, parents/carers and the community		
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Yes	Introductory