



Course Outline (Higher Education)

School:	School of Education
Course Title:	CHILD AND ADOLESCENT DEVELOPMENT AND CHARACTERISTICS
Course 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 Course :

This course 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, etc.)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Course 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.

Values:

- V1.** Appreciate the diverse range of backgrounds that can influence the environment in which children develop.
- V2.** Begin to understand the importance of critical analysis and evaluation to key aspects of childhood, young people and education
- V3.** Recognise and make connections between topics, concepts and theories related to childhood, youth and education and their own professional development

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1; K2; S1	A	AT1; AT3	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A3	B	AT3	B
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3; K4; K5; K6; S2; S3	A	AT1; AT2	B; B
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K4; A1; A2	A	AT1; AT3	A; A

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	A3	A	AT2; AT3	A; B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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. In Part A, classroom activities are described in relation to course themes, requiring students to demonstrate knowledge and understanding of differentiated teaching approaches to meet learners' needs. Part B explores and justifies 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	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.	Case Study	40-60%
K1, K3, K5, S1, S2, S3, A2, A3 APST 4.4, 7.3	Students critically examine a range of factors, such as culture, environment and life experiences that have impacted on both their own learning and schooling as those of learners today. Students reflect on how these experiences, along with policy, theoretical perspectives and legislative requirements inform their understanding of strategies to support student socio/emotional well-being and safety, including ways to work effectively, sensitively and confidentially with parents/carers. Students present their findings through the mode of their choice to share with their peers and receive feedback	Peer Presentation	S/N

Adopted Reference Style:

APA