

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	HEALTH AND SAFETY IN EARLY CHILDHOOD
Course ID:	EDECE2019
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDECE1008)
ASCED:	070303

Description of the Course:

This course is designed to enable Pre-Service Teachers (PSTs) to ensure a safe and healthy environment for all young children and staff and will introduce PSTs to the importance of providing responsive and sensitive care in the development and learning of young children. The course will focus on physical care routines as well as the provision of physically, socioemotionally and culturally safe environments including the mental health of young children. Multicultural and Aboriginal and Torres Strait Islander perspectives will be explored, particularly in relation to developing family and community partnerships that enhance children's wellbeing. PSTs will be prepared to identify and respond to common children's allergies, illnesses and emergencies and how to administer and store medications according to regulatory frameworks. Nutrition, as an important factor in overall health and wellbeing will be explored to enable PSTs to understand the importance of a nutritionally balanced diet, principles of hygiene in the preparation and handling of meals and snacks and menu planning that meets dietary requirements and the needs of children from diverse cultural and religious backgrounds. PSTs will examine appropriate regulatory documents and reflect on the role of the teacher in ensuring compliance including mandatory reporting of child abuse and neglect.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Does Recognition of Prior Learning apply to this course? No

Placement Component: No

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"/>	<input type="checkbox"/>
Intermediate	<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 the research on the impact of health and safety on the development of children.
- K2.** Examine the multifaceted nature of health, safety and wellbeing.
- K3.** Identify regulatory frameworks and the impact of such on teaching practice, including mandatory reporting responsibilities.
- K4.** Appraise the role of external organisations in the health, safety and wellbeing of children and articulate strategies for incorporating such knowledge into teaching practice.

Skills:

- S1.** Research children's health and wellbeing.
- S2.** Develop strategies for communicating with parents/carers.
- S3.** Conduct safety audits and develop action plans for addressing safety issues.
- S4.** Critique health, safety and wellbeing from various cultural perspectives.

Application of knowledge and skills:

- A1.** Demonstrate an ability to incorporate research on health and safety into strategies to support parent/carers and or peers/colleagues.
- A2.** Use research and knowledge of regulatory frameworks to develop strategies for improving health, safety and wellbeing for children.
- A3.** Present research to peers and/or colleagues.

Course Content:

Topics to include

- Work, Health and safety
- Current curricula, regulatory frameworks and codes of conduct that support safety and wellbeing of young children including the transition to school
- Emergencies
- Common illnesses in infancy and childhood
- Immunisation and infection control
- The sick baby and child / common illnesses
- Infection and early childhood educators
- Mental health and children's resilience
- Aboriginal and Torres Strait Islander perspectives on health and caregiving
- Multicultural perspectives on health and caregiving
- Parent/carer and community partnerships

- Nutrition.

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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact 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. 	Not applicable	Not applicable
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 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	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: <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, K4, S1, S3, S4; A1, A2, A3, A4	AT1, AT2
FEDTASK 4 Digital Literacy	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: <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 attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	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: <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. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, S3, S4; A2; APST: 4.4, 7.1, 7.2	Work, Health Safety Audit & Action Plan: From the perspective of an EC Centre Manager, describe the centre's action plan in preparation for a safety audit, to meet the children's health and safety and physical environment standards.	Safety Audit and Action Plan	40-60%
K1, K2, K4, S1, S2, S4, A1, A3, APST: 6.2, 7.1, 7.2, 7.4	Research Report: Research an organisation that relates to children's health and safety. PSTs are to provide a comprehensive report on the organisation and ways that teachers, parents/carers, community might access or use the services or products.	Research Report	40-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

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 Practice		
4. Create and maintain supportive and safe learning environments		
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Intermediate
Professional Engagement		
6. Engage in professional learning		
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Intermediate
7. Engage professionally with colleagues, parents/carers and the community		
7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Yes	Intermediate
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Yes	Intermediate
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Yes	Intermediate