

Unit Outline (Higher Education)

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

Description of the Unit:

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.

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 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.** Investigate multicultural, Aboriginal and Torres Strait Islander perspectives on health, safety and wellbeing of children.
- K5.** 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.** Demonstrate an ability to research health and safety from multiple perspectives.
- A4.** Present research to peers and/or colleagues.

Unit 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
- Immunisation and infection control
- The sick baby and child / common illnesses
- Infection and early childhood staff
- 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.

Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

| Graduate attribute and descriptor | | Development and acquisition of GAs in the Unit | |
|-----------------------------------|--|--|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| 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. | A3 | Not applicable |
| 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. | A2 | Not applicable |
| 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. | K4; S4 | AT2 |
| 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. | A4 | AT1; AT3 |
| 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. | S2 | Not applicable |

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|--|------------------------------|-----------|
| K1, K3, K5, S1, S2, A1; APST: 4.4, 7.1, 7.2 | Information sheet for parents/carers: PSTs are to research an illness/allergy/health condition, and prepare an information sheet for parents/carers. | Information Sheet | 10-20% |
| K1, K3, K4, K5, S3, S4; A2; APST: 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 | 30-50% |

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|--|--|----------------------------------|-----------|
| K1, K2, K4, K5, S1, S4, A1, A3, A4; APST: 7.1, 7.2 | 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. Presentation: PSTs are to present on the organisation they have researched. PSTs are to develop an information sheet to share with their colleagues. | Research Report and Presentation | 40-60% |

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 | | |
| 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 |