



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	WELLBEING IN EARLY CHILDHOOD CONTEXTS
<b>Course ID:</b>	EDECE2021
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	EEZED 2721
<b>Exclusion(s):</b>	EDECE 1010
<b>ASCED:</b>	070101

## Description of the Course:

This course is designed to immerse Pre-Service Teachers (PSTs) in the discourse surrounding wellbeing in relation to children within early childhood education and care setting, families, colleagues and themselves as teachers and individuals. PSTs will investigate concepts of wellbeing in the areas of psychological, mental health, social and emotional development. The course will encourage PSTs to critically reflect upon the determinants of wellbeing and how these can most effectively be promoted within education and care contexts and as children and families transition within and between services and school. PSTs will use their knowledge of social and emotional development to select socially inclusive teaching strategies that also foster resilience in young children. PSTs will demonstrate an understanding of the importance of building respectful relationships that are inclusive of culturally diverse perspectives and the role these play in developing community connectedness and community and family partnerships.

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

**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.** Demonstrate an understanding of child development theories, in particular social and emotional development and its impact on wellbeing
- K2.** Demonstrate an understanding of the importance of promoting health and wellbeing in early childhood contexts and the wider community
- K3.** Recognise the links between health, wellbeing and resilience
- K4.** Demonstrate an understanding of how to foster health and wellbeing while addressing curricula requirements
- K5.** Articulate strategies for connecting with families, communities and a wider professional network
- K6.** Explain the significance of cultural perspectives, including those of Aboriginal and Torres Strait Islander people, as it relates to wellbeing of children, families, communities and other professionals
- K7.** Recognise the importance of resilience in children, staff and families and the impact of this on teaching and leadership practices
- K8.** Identify planning, implementation and evaluation strategies that foster resilience, including the importance of the indoor and outdoor environments
- K9.** Demonstrate the role of the teacher in fostering wellbeing through alternative curricula approaches such as play-based and nature pedagogy

**Skills:**

- S1.** Articulate how PSTs own life experiences impact on their understanding of health, wellbeing and resilience
- S2.** Demonstrate how an understanding of wellbeing and resilience impacts on relationships; teaching and assessment strategies used in early childhood contexts
- S3.** Research service provision and identify gaps and the impact of this on children, families and communities
- S4.** Identify the relevance and importance of community connectedness and its impact on wellbeing
- S5.** Demonstrate an ability to engage in constructive and positive collegial networks

**Application of knowledge and skills:**

- A1.** Reflect on personal experiences to illustrate the links between health, wellbeing and resilience
- A2.** Draw on an understanding of wellbeing and resilience to propose strategies that foster and encourage young children to take a growing responsibility for their own wellbeing
- A3.** Identify services in their community that support the wellbeing of children and families
- A4.** Identify gaps in service provision and the impact of this on the wellbeing of the community. Propose how these gaps may be addressed

**Course Content:**

## Topics to include

- Social and emotional development and learning
- Importance of health and wellbeing
- Promoting healthy development and wellbeing
- Social determinants of health and wellbeing
- Wellbeing and transitions
- Connecting with families

- Promoting wellbeing with Aboriginal and Torres Strait Islander peoples
- Supporting resilience
- Play and wellbeing
- Socioemotional wellbeing
- Strengthening social and emotional learning in children with additional needs
- Building capacity of teachers in early childhood to promote children's mental health
- Critical reflection on past and present teaching and leadership practices and their impact on professional learning
- Wellbeing and the leaders role

### Values:

- V1.** The importance of wellbeing and resilience in the development of young children, particularly in social and emotional areas
- V2.** The connections between wellbeing and resilience and the ability of communities to function in productive and constructive ways
- V3.** The importance of understanding the role of the teacher in connecting, children and families with communities and professional services

### 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)	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.	S2; A1	AT2
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.	Not applicable	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.	K6; S4; A2	AT3
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.	Not applicable	Not applicable
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.	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3 S1 A1 APST 1.1	Early understandings on health and wellbeing PSTs are to post what they believe is the relationship between health, wellbeing and resilience using their own experiences to illustrate	Forum posting	5-15%
K1, K2, K4, K6, K7, K8, K9 S2, S4 A2 APST 1.1, 1.3 3.7	Essay How can educators assist young learners to take responsibility for their health and foster wellbeing? Provide examples of curriculum (EYLF) and pedagogical strategies.	Essay	20-40%
K1, K2, K5 S3, S4, S5 A3, A4 APST 3.7 7.3, 7.4	Research and Presentation While on placement PSTs are to research the services available to support family wellbeing and connectedness to community. The resulting report will identify what services families access and how they contribute to community connectedness. Gaps in service provision will also be identified. PSTs will then present this information via powerpoint, imovie or similar technology for their peers and colleagues Evaluation The PST is to view other peer presentations to identify services that may appropriately fill any lack of service provision they identified for their own community	Research Report, Presentation and evaluation	50-70%

**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	Intermediate
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	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	Yes	Intermediate
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	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