Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	WELLBEING IN EARLY CHILDHOOD CONTEXTS
Course ID:	EDECE2021
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Course:

This course is designed to immerse Pre-Service Teachers (PSTs) in the discourse surrounding social and psychological wellbeing in relation to children within early childhood education and care settings, families, colleagues and themselves personally and professionally. The course will encourage PSTs to critically analyse the ways in which social and psychological wellbeing can be promoted within education and care contexts and within the transition between services and school. PSTs will draw upon their knowledge of social, and psychological development to recognise inclusive teaching approaches that foster resilience in young children from diverse backgrounds. PSTs will demonstrate an understanding of the correlation between responsive and secure relationships with children families and colleagues that are inclusive of socially and culturally diverse perspectives and mental health.

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

Work Experience:

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

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						
Intermediate			✔			
Advanced						

Learning Outcomes:

Knowledge:

K1. Demonstrate an understanding of the influence of social and psychological theories of development and learning on mental health

K2. Analyse the importance of promoting social and psychological wellbeing in early childhood contexts and the wider community

K3. Identify the correlation between social and psychological wellbeing and resilience

K4. Demonstrate an understanding of how to integrate social and psychological wellbeing within the curriculum.

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 play-based environments

Skills:

S1. Articulate how PSTs own life experiences impact on their understanding of social and psychological wellbeing

S2. Demonstrate how an understanding of social and psychological wellbeing impacts on the development of relationship teaching and assessment approaches used in early childhood contexts

S3. Identify the relevance and importance of community connectedness and its impact on wellbeing

Application of knowledge and skills:

A1. Critically reflect on personal experiences to illustrate the links between social and psychological wellbeing and resilience

A2. Draw upon an understanding of social and psychological wellbeing to develop approaches that enable children to take an increasing responsibility for their own psychological and emotional wellbeing

A3. Identify services in their community that support the wellbeing of children and families

Course Content:

Topics to include

- Social and psychological development and learning
- Importance of mental health and wellbeing
- Promoting mental health

- Social determinants of mental health
- Social and psychological wellbeing and transitions
- Connecting with families and the community
- Social and psychological wellbeing and designing the curriculum
- Promoting social and psychological wellbeing with Aboriginal and Torres Strait Islander peoples
- Play and mental health
- Understanding teacher burnout
- Strengthening social and psychological learning in children with additional needs
- Building capacity of teachers in early childhood to promote children's mental health
- Mental health and the responsibility of the leader

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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: • 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: • 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: • 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	K3 S1 S3 A1 A3 K1, K5 K6, K7, K8, S2	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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: • 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	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: • 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
K2 K3 K4 S1 S3 A1 A3 APST 1.1, 6.1, 6.2, 6.4, 7.4	Reflective documentation and analysis: This assessment task is divided into 2 main parts. 1. This part of the assessment task requires students to research, explore and document the factors that have impacted upon their own social and psychological wellbeing from infancy until the present. Students will draw on a range of theories to explore their identity and analyse their own psychosocial development across time. 2. The second part of the assessment task asks students to draw upon their understanding of their own personal psychosocial journey and to ascertain strengths and areas for further development. Students will then identify goals for their future development and will use theoretical perspectives to document strategies for achieving these goals.	Reflective Documentation	40 – 50%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, K5, K6, K7, K8, S2, S3, A2, APST: 1.3, 1.5, 2.1, 2.3, 3.3, 3.7, 7.3, 7.5	Students will design a learning environment that integrates principles of social and psychological wellbeing. A hypothetical scenario will be provided and students will be expected to draw upon a range of theoretical perspectives to develop an overall philosophy, a series of learning outcomes as well as teaching and assessment strategies focusing upon the indoor and outdoor environments. Students will also include in this design the ways in which community services will be linked to the learning environment and how families will be encouraged to seek additional services as appropriate to support wellbeing.	Learning Environment Design	50 – 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](#)

Federation University

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
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	Intermediate
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Intermediate
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	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		
6. Engage in professional learning		

6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Yes	Intermediate
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Intermediate
6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Yes	Intermediate

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