

EDUC90706 Child Health and Wellbeing

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 120 hours						
Prerequisites:	None						
Corequisites:	There is one corequisite: <table border="1" data-bbox="387 573 1485 723"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90707 Professional Practice and Seminar (EC) 2</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90707 Professional Practice and Seminar (EC) 2	Semester 1, Semester 2	12.50
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EDUC90707 Professional Practice and Seminar (EC) 2	Semester 1, Semester 2	12.50					
Recommended Background Knowledge:	N/A						
Non Allowed Subjects:	N/A						
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H						
Coordinator:	Dr Timothy Gilley						
Contact:	Education Student Centre						
Subject Overview:	This subject considers the range of factors affecting the physical, social, emotional, mental and spiritual health of young children, and the role of early childhood teachers in supporting their capacity for wellbeing. Topics will include: the individual child and social connectedness; links to family, friends and community; attachment theory, resilience and coping; behaviour management, guidance and support; health and hygiene; regulatory requirements for environmental health and safety; learning difficulties; disability, early intervention and inclusion; working with other professionals in caring for children's wellbeing.						
Objectives:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> • Design a range of strategies to promote their students' wellbeing; • Foster students' connectedness with all members of their communities; • Work productively with the range of children, including those experiencing learning difficulties or with disabilities; • Work within regulatory frameworks governing health and safety in early childhood settings. 						
Assessment:	One assignment of 1000 words, due early in the semester (25%); one assignment of 2000 words due late in the semester (50%); contribution to the 30-minute oral Combined Assessment Task (combined with Curriculum Pedagogy and Assessment 2 and Early Language and Literacy), due in the examination period (25%).						
Prescribed Texts:	None						
Breadth Options:	This subject is not available as a breadth subject.						
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees						

Generic Skills:	On completion of this subject, students will be able to: <ul style="list-style-type: none">• Respect the range of differences in abilities and capacities within human beings;• Develop their own resources for coping;• Recognise the importance of social connectedness to health and well-being;• Understand the importance of environmental health and safety regulations
Related Course(s):	Master of Teaching (Early Childhood)