



B O A R D O F S T U D I E S
NEW SOUTH WALES

Exploring Early Childhood

Content Endorsed Course
Stage 6

Syllabus

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure that encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools have the opportunity to foster students' physical and spiritual development.

2 Rationale for Exploring Early Childhood in the Stage 6 Curriculum

Our society acknowledges childhood as a unique and intense period for growth, development and learning. When members of society are provided with knowledge about childhood development they will then be able to support and encourage this development when interacting with children.

The Exploring Early Childhood course aims to achieve this by giving students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice. The approach taken in this syllabus views childhood learning as experiential, that is, children are active learners and learn and make sense of the world around them through their experiences and through their interactions with others.

Throughout this subject the terms infant, toddler, and preschooler are used to refer to children in the approximate age ranges of birth to twelve months, one to three years, and three to five years respectively. Where children are referred to as being in the early years of school, the years from Kindergarten to Year 2, or ages five to eight, are implied.

3 Continuum of Learning for Students of Exploring Early Childhood

Students of Exploring Early Childhood bring a range of K-10 and other life experiences as background to their study. The Content Endorsed Course structure enables the selection of modules that recognise and build upon students' knowledge, understanding and skills through further and more in-depth study of this area.

The study of Exploring Early Childhood will support students in developing a commitment to, and capacity for, lifelong learning in this area. The course offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

4 Aim

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

5 Objectives

Students will develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact upon young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction
- skills in research and analysis
- skills in decision making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

6 Course Structure

Exploring Early Childhood comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. The optional modules expand on the issues introduced in the compulsory core component. Fourteen optional modules are included in this document.

The time allocated to each optional module is flexible within the range of 15-30 hours. When deciding on the duration of modules consideration should be given to:

- the time required to achieve the outcomes
- the level to which outcomes will be achieved
- the extent to which the module will be explored, and
- the requirements of TAFE courses for which there may be potential for credit transfer.

A range of courses may be offered as follows:

| Course | Hours | Preliminary/HSC | Structure | |
|-----------------|-------|--|--------------|----------------------------|
| | | | 45 hour Core | Number of Optional Modules |
| 1 unit/ 1 year | 60 | 60 hours Preliminary or 60 hours HSC | yes | 1 x 15 hour |
| 1 unit/ 2 years | 120 | 60 hours Preliminary plus 60 hours HSC | yes | 3-5 |
| 2 units/ 1 year | 120 | 120 hours Preliminary or 120 hours HSC | yes | 3-6 |
| 2 units/ 2 year | 240 | 120 hours Preliminary plus 120 hours HSC | yes | 7-13 |

Core studies

The core studies are compulsory. There are three parts to the core:

Part A: Pregnancy and Childbirth (15 hrs)

Part B: Child Growth and Development (20 hrs)

Part C: Promoting Positive Behaviour (10 hrs)

Modules

The optional modules can each occupy 15-30 hours (indicative time) of study, depending on student interest, teacher expertise, available resources and intended depth of treatment.

The following optional course modules are included in this document:

1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children's Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children's Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

Both the selection of modules and the sequence for their teaching are matters for school decision based on need.

All core studies, as well as each module, have a content section entitled *Contemporary Issues*. The issues included are indicative only and can be selected from or added to according to the needs and interests of students or changing understanding and issues that have an impact on early childhood.

Students who complete this course are eligible to apply for the Red Cross Advanced Child Care Certificate.

Special note

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. This is best achieved in informal settings, such as the home, with friends or relatives. This interaction would occur outside of school hours.

Where this does not occur, a range of options can be considered, such as visiting a nearby playgroup, or having parents and children visit the school. If parents and children visit the school, a parent, or

someone authorised by the parent, must be present at all times, as is required for playgroup attendance. The parent then retains legal responsibility for the child.

Visiting services

In addition, or as an alternative to the above, an option is to visit a children's service that operates locally, such as a preschool attached to a primary school, or a licensed preschool or child care centre. In these cases, the person in charge of the service retains the legal responsibility for the children attending, as he/she has been approved as an authorised supervisor through the Department of Community Services. The high school teacher retains responsibility for his/her class.

In planning to visit any children's service, a number of things must be considered. It is important for the class teacher to liaise with the Director of the service to determine:

- appropriate timing for the visit. Children's services have different routines and different staffing rosters from schools, and it will be necessary to discuss which are the most appropriate times for the children and staff of the service as well as for the students.
- the number of students who could reasonably visit at any one time. Many preschools or child care centres are small centres, where children and staff could easily feel 'swamped' by a large number of visitors at the one time.
- expectations of students while visiting the service. Students may not be familiar with what happens in a service, or how adults in that service respond to a variety of situations. Teachers, Directors and students need to discuss appropriate behaviour and expectations within services. Of particular importance is confidentiality. Parents and children who use the service have the right to expect that they will not be identified or discussed at length without their permission and prior knowledge.

Teachers should also check with their Principal to ensure that the school insurance policy covers students on such visits.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

| Objectives | Outcomes |
|--|---|
| 1. knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children | 1.1 analyses prenatal issues that have an impact on development |
| | 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children |
| | 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years |
| | 1.4 analyses the ways in which family, community and culture influence the growth and development of young children |
| | 1.5 examines the implications for growth and development when a child has special needs |
| 2. knowledge and understanding about the environmental factors that have an impact upon young children's growth and development | 2.1 analyses issues relating to the appropriateness of a range of services for different families |
| | 2.2 critically examines factors that influence the social world of young children |
| | 2.3 explains the importance of diversity as a positive issue for children and their families |
| | 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children |
| | 2.5 examines strategies that promote safe environments |
| 3. knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children | 3.1 evaluates strategies that encourage positive behaviour in young children |
| 4. skills in communication and interaction | 4.1 demonstrates appropriate communication skills with children and/or adults |
| | 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds |
| | 4.3 demonstrates appropriate strategies to resolve group conflict |

| | |
|--|---|
| 5. skills in research and analysis | 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development |
| 6. skills in decision making, evaluation and reflective thinking | 6.1 demonstrates an understanding of decision making processes |
| | 6.2 critically examines all issues including beliefs and values that may influence interactions with others |

Values and Attitudes

| Objectives | Outcomes |
|---|--|
| Students will develop V1 a respect for the individuality and uniqueness of young children and their families | A student V1.1 displays a willingness to respond to the individual needs of young children and families V1.2 interacts with children and adults in a positive non-judgemental and accepting manner |
| V2 an appreciation of the value and importance of supportive and responsible relationships with young children | V2.1 appreciates the importance of facilitating responsible and supportive interactions with young children |

| Outcomes | Related Modules | | | | | | | | | | | | | | |
|---|-----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| | Core | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1.1 analyses prenatal issues that have an impact on development | ✓ | | | | | | | | | | | | | | ✓ |
| 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children | ✓ | | | | | | | | | | | ✓ | | ✓ | |
| 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ | |
| 1.4 analyses the ways in which family, community and culture influence growth and development of young children | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ |
| 1.5 examines the implications for growth and development when a child has special needs | ✓ | ✓ | | | | ✓ | | | | | | | ✓ | | ✓ |
| 2.1 analyses issues relating to the appropriateness of a range of services for different families | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | | | | ✓ |
| 2.2 critically examines factors that influence the social world of young children | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ |
| 2.3 explains the importance of diversity as a positive issue for children and their families | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | | | | | | ✓ |
| 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | | | | ✓ |
| 2.5 examines strategies that promote safe environments | | | | | | ✓ | | | | | ✓ | | | | ✓ |
| 3.1 evaluates strategies that encourage positive behaviour in young children | ✓ | | | | | ✓ | | | | | ✓ | | | | |
| 4.1 demonstrates appropriate communication skills with children and/or adults | ✓ | | | | ✓ | | | | ✓ | | | ✓ | | | |
| 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | ✓ | | | | ✓ |
| 4.3 demonstrates appropriate strategies to resolve group conflict | ✓ | | | | | ✓ | | | | | ✓ | | | | |
| 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development | ✓ | | | | | | | | | | | | | | |
| 6.1 demonstrates an understanding of decision making processes | ✓ | | | ✓ | | | | | ✓ | ✓ | | | ✓ | ✓ | |
| 6.2 critically examines all issues including beliefs and values that may influence interactions with others | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | | ✓ |

7.2 Key Competencies

Exploring Early Childhood Stage 6 provides a context within which students develop general competencies considered essential for the acquisition of effective, higher-order skills necessary for further education, work and everyday life.

The following key competencies are embedded in Exploring Early Childhood to enhance student learning.

Collecting, Analysing and Organising Information

The collecting, analysing and organising of information from a variety of sources provides opportunities for students to consider and discuss their relevance to early childhood issues in a range of contexts.

Communicating of Ideas and Information

The communicating of ideas and information is an essential skill in the area of early childhood. The use of effective strategies when communicating with children, parents and caregivers and other early childhood educators is important to ensure the needs of children are met. Exploring Early Childhood provides opportunities for students to: recognise purpose and audience; select appropriate form and style; convey meaning clearly, concisely and coherently; and revise and correct as required in a variety of childhood environments.

Planning and Organising Activities

The planning and organising activities key competency receives explicit focus in several modules (for example Module 2: Play and the Developing Child) and is a key skill when working in the area of early childhood.

Working with Others and in Teams

Exploring Early Childhood provides opportunities for students to work both independently and as members of groups to conduct investigations and discuss solutions and alternatives to contemporary issues in family and community contexts. In this way the opportunity to develop the competency of working with others and in teams is provided.

Using Mathematical Ideas and Techniques

When students analyse statistical evidence or present data in chart or graph form they are using mathematical ideas and techniques. In this syllabus students are required to analyse and interpret data relating to contemporary issues in early childhood and discuss strategies for possible solutions.

Solving Problems

The skill of solving problems is particularly relevant in Exploring Early Childhood. Students have opportunities to critically analyse practical life situations and propose thoughtful and creative solutions. Economic, social, ethical, cultural and other factors are considered when making decisions about the allocation of limited human and non-human resources, particularly in the area of children's services.

The Developing Baby

- embryonic and foetal growth
- miscarriage
- effects of drugs during pregnancy
- research and assess the effects of drugs such as tobacco, alcohol, prohibited drugs and prescription and over-the-counter medication during pregnancy

Preparing for birth

- importance of a positive mental attitude
- sources of support
- effects of pregnancy on the mother, father and other family members
- diet and exercise
- preparing for the birth: prenatal classes, visiting the hospital
- discuss the effects of pregnancy on different members of the family

Labour and Birth

- birth options
- birth partners/support persons
- stages of labour and birth
- drugs during labour
- Caesarean birth
- early contact between child and parent/s
- testing the newborn: Apgar scores, reflexes
- characteristics and appearance of the newborn
- the preterm and special care baby
- examine the range of alternatives available for giving birth and how accessible they are to families

Postnatal Issues

- postnatal exercise and recovery
- bonding with the baby
- registering the baby's name
- the postnatal checkup
- taking the baby home from hospital
- coping with a crying baby
- putting babies to sleep
- importance of a mother's rest
- identify and discuss the importance of prenatal follow-up
- critically examine issues and behaviours that should be avoided, eg shaking babies, laying babies face down

Contemporary Issues

- social and cultural aspects of pregnancy and birth
- effects on families of stillbirth, miscarriage, SIDS and associated grief
- unwanted and/or unplanned pregnancy
- postnatal recovery
- transmission of AIDS through pregnancy
- postnatal depression
- circumcision - cultural, social, health, historical issues
- teenage pregnancies
- the trend to later motherhood
- adoption options
- naming ceremonies
- childlessness as a choice
- single child families
- same sex couples - pregnancy, parenting
- government support for new-born babies
- gene technology
- critically examine a contemporary issue that relates to pregnancy and childbirth

**Core B: Child Growth and Development
(20 hours indicative time)**

Module Description

This component of the core explores child growth and development, from birth through to the end of the early childhood years. The main developmental themes and trends within this time are considered, as are the implications for interacting with, and caring for, children at different points in their development. Throughout this component, the importance and diversity of children, families and culture will be stressed.

In addition to the more theoretical aspects listed below, students should be encouraged to interact with infants, toddlers, preschoolers and children in the early years of school in order to observe the relevance of issues and trends that are discussed.

Outcomes

- 1.2 examines physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood - infant, toddler, preschool and the early school years
- 1.4 examines ways in which family, community and culture influence the growth and development of young children
- 1.5 examines implications for growth and development when a child has special needs
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development

Content

Students learn about:

Physical Growth and Motor Development

- sensory capabilities
- fine and gross motor development
- brain growth and physical development
- factors that influence physical and motor development eg nutrition, skills practice

Students learn to:

- examine and discuss the range of factors that have an impact on the growth and development of young children

Social-Emotional Development

- attachment
- relationships with others, such as parents and siblings
- social and cultural influences on attachment
- children's developing ability to control and reflect on their behaviour
- observe and discuss the different relationships children exhibit in different settings

Cognitive Development

- learning through imitation and interaction
- exploring the environment
- stages of cognitive development
- social and cultural influences on cognitive development
- explain the factors that have an impact on children's cognitive development

Language Development

- milestones of language development
- learning to communicate
- understanding alternative modes of communication
- social and cultural influences on language development and uses
- language learning for bilingual children
- compare and contrast children's language use to that of adults

The Importance of Families in Growth and Development

- positive family environments
- negative family environments (eg child abuse, domestic violence)
- structure and role of families
- diversity between children and families
- managing change and stress for young children
- examine the range of factors that can influence child growth and development and that may impact on families

Contemporary Issues

- trends in childrearing practices
- cultural differences in childrearing practices
- gender issues in childrearing
- the childcare debate
- baby massage and the need for touch
- bullying issues
- influence of media programs
- early childhood enrichment programs (hothousing or fast-tracking)
- current research in child development including brain research
- critically examine a contemporary issue that relates to child growth and development

**CORE C: Promoting Positive Behaviour
(10 hours indicative time)**

Module Description

This component of the core is designed to help students develop an understanding of normal child behaviour at different stages of development. Students then become familiar with a range of strategies, such as encouragement of self-control for young children, which can be used to promote positive behaviours of, and interactions with, young children. This component of the core aims to increase awareness of expectations relating to interactions with young children, whether in a home setting or an early childhood service, with specific reference to legal expectations. Students are encouraged to interact with young children so that they can observe child behaviour as well as practise and develop their interaction strategies.

Outcomes

- 1.2 examines the physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood - infant, toddler, preschool and the early school years
- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Content

Students learn about:

Developing Realistic Expectations of Young Children

- the image of the perfect child
- positive and negative behaviour

Students learn to:

- observe and discuss the range of behaviour that children exhibit in different settings

Age Appropriate Behaviour and Its Link to Child Growth and Development for

- an infant
- a toddler
- a preschooler
- a child in the early years of school

- identify and compare the behaviour of children in different age groups

Positive Strategies for Interacting with Young Children

- listening to young children
- talking to young children
- effective uses of praise
- identify and practice effective strategies for interacting with young children

Behaviour Management

- discipline strategies
- the authoritative approach
- strategies to resolve group conflict

Fostering Autonomy and Independence

- self-regulation and self-control
- setting limits

Responsibilities and Obligations When with Young Children

- The Child Care and Protection Act 1987
- Family Law Act
- Children and Young Persons (Care and Protection) Act 1998
- examine the legal implications of the regulations that apply to children's services

Contemporary Issues

- medical management of behaviour¹
- trends in parenting styles and behaviour management
- social skills development in young children
- gender issues and behaviour management
- critically examine a contemporary issue that relates to child behaviour

¹ This might include use and misuse of drugs, diagnosis and misdiagnosis, Attention Deficit Disorder (ADD), Hyperactivity, Attention Deficit Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD).

8.2 Optional Modules

The optional modules expand on the issues introduced in the compulsory core component. Fourteen course modules are included in this document.

Each module can be studied in the range of 15-30 hours (indicative time), depending on student interest, teacher expertise, available resources and the intended depth of treatment. The chosen modules may be studied in a sequence that is relevant and appropriate to the student group and available resources.

It is the principal's responsibility to assure that the school has the necessary teacher expertise and resources to deliver the selected modules in a safe manner.

Module 1: Learning Experiences for Young Children

Module Description

In this module students develop an awareness of the range of learning experiences that are suitable for young children. Young children's learning is based on their experiences and interactions. These experiences occur wherever the child happens to be: at home, in the playground, out shopping, or in a more formal educational setting. There are some things that we can do, as responsible carers, to help provide positive learning experiences for children that can contribute to their healthy growth, learning and development.

The focus of this module is on the types of learning experiences that can be provided for young children that also cater for individual needs and interests. Students should be encouraged to participate actively in a range of learning experiences that reflect those available for young children.

Outcomes

- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds

Content

Students learn about:

Learning Experiences for Infants

- experiences that interest infants
- what infants experience: from cot to stroller to walking
- learning experiences that promote growth and development
 - physical and motor development
 - language development
 - social-emotional development
 - cognitive development

Students learn to:

- critically examine the range of learning experiences that are appropriate for an infant

Learning Experiences for Toddlers

- differences in experiences between toddlers and infants
- experiences that promote a sense of autonomy and independence for toddlers
- experiences as a source of frustration
- learning experiences that promote growth and development
- compare how the types of experiences that are appropriate for toddlers differ from those of an infant

Learning Experiences for Preschoolers

- differences in experiences between preschoolers and younger children
- planning experiences to cater for the particular interests of children
- growth and development of children between the ages of about three and five years and the need for a variety of experiences
- the development of competencies within this period
- devise and demonstrate learning experiences that are appropriate to the developmental needs of a preschooler

Learning Experiences for Children in the First Years of School

- school-based learning experiences compared to learning experiences in other settings
- learning experiences that promote growth and development
- identifying appropriate learning experiences for children in the first years of school
- design and demonstrate learning experiences that are appropriate to the developmental needs of a child in kindergarten

Contemporary Issues

- educational resources for children, eg books, toys, software, television
- mobile educational experiences, eg toy libraries, kindy farms
- early childhood enrichment programs (hothousing or fast tracking)
- new and emerging contexts for children's learning, eg shopping centres, museums
- trends in learning experiences for girls and boys
- use of television as a babysitter
- critically examine an example of a contemporary learning experience for young children

Module 2: Play and the Developing Child

Module Description

The focus of this module is on understanding the nature and importance of play to child growth, development and learning. Students will study how children's play changes as they grow and develop. Many types of play and play materials are investigated. It would then be possible for students to organise appropriate play activities and select appropriate play equipment for young children.

Outcomes

- 1.3 examines the nature of different periods in childhood: infant, toddler, preschool and the early school years
- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 2.1 identifies the issues relating to the appropriateness of a range of services for different families
- 2.2 analyses factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Content

Students learn about:

Defining Play and Play Experiences

- what is play
- the value of play
- differences in adult and child play
- brief overview of some theories of play

Students learn to:

- discuss the range of theories of play and the implications for providing play experiences

Development of Play

- changes in play as children grow and develop
- infants at play
- toddlers at play
- preschoolers at play
- play in the early school years
- play in later years
- examine the different types of play children engage in at different times in their development and the learning that takes place

Learning through Play

- how children learn
- links between learning and play

Investigating Play

- play and social development
 - types of social play: unoccupied, onlooker, solitary, parallel, associative and cooperative play
 - play and cognitive development
 - types of cognitive play: functional play, symbolic play and games with rules
 - observing children at play
 - play and the development of communication
 - influence of physical development on play
 - the importance of practice
 - expressing emotions through play
 - playing with rules
- analyse the environmental factors that have an impact on children's play

Issues Related to Play

- aggression in play
 - non-interaction in play
 - superhero play
 - rough and tumble play
 - gender preferences and stereotyping in play
 - influence of modern cultural games, eg electronic
- critically analyse children's television programs for gender and cultural influences on play

Factors that Influence Play

- individual differences in children
- the physical environment
- adult attitudes and interaction and the social environment
- the importance of cultural influences in play
- adult interaction in play - when it is/is not appropriate

Play Materials

- what children play with
 - the role of equipment necessary in play
 - suitable play equipment for young children
 - play equipment for infants versus preschoolers
 - play equipment versus toys
- design and develop an inexpensive piece of play equipment for children
 - examine the ways play can be used to develop critical thinking

Contemporary Issues

- the business of play, eg kindy gyms, children play programs
 - lack of 'free' play time
 - the role of commercial toys
 - computers as a medium of play
 - safety considerations for children's play and equipment
- critically examine a contemporary issue that relates to play

Module 3: Starting School

Module Description

In this module students examine the issues for young children in making the transition to school and progressing through the Years K-2. Students will consider the effects of starting school on the child in terms of its cognitive, social, emotional and physical demands.

Outcomes

- 1.3 examines the nature of different periods in childhood: infant, toddler, preschool and the early school years
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Content

Students learn about:

Starting School

- recollections of starting school
- students should consider the
 - environment: indoors and outdoors, playground and classroom
 - people, including teachers and other children
 - feelings they had
 - reaction of their parents and family
- differences for children starting school today

Students learn to:

- identify and discuss factors that make it easier or more difficult for children starting school today

Transition To School

- home routines versus school routines and their impact on young children.
- diversity in community attitudes to schooling.
- the range of children's skills and experiences before starting school
- develop appropriate questions to ask a child about their first day and other school experiences

Kindergarten

- expectations of children in kindergarten by
 - parents
 - teachers
 - children
- what happens in the kindergarten classroom
 - the classroom set up
 - classroom experiences
 - parental involvement
- investigate and compare the expectations held by parent, child and teacher of children starting kindergarten

The Kindergarten Curriculum

- play
- key learning areas
- identify the key learning areas of the kindergarten curriculum and how play is integrated

Contemporary Issues

- school starting age
- orientation days for kindergarten
- choosing a school
- school uniforms
- home schooling
- effects of change on young children starting school
- critically examine a contemporary issue that relates to beginning formal schooling
- analyse the stress that young children may experience when facing a change in their lives

Module 4: Gender and Young Children

Module Description

This module introduces students to the issue of gender and the young child. Biological and social differences between boys and girls are explored. Factors that influence young children's identification and adoption of gender roles are identified together with learning about how young children understand and perceive gender. Emphasis will be placed on the strategies all carers can adopt in order to encourage an environment that actively promotes gender equity.

Outcomes

- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Content

Students learn about:

Boys and Girls

- biological differences between boys and girls
- social perceptions of boys and girls: from pregnancy to the early school years
- sources of these perceptions: the nature versus nurture debate.
- psycho-social differences between boys and girls
- social expectations of boys and girls

Young Children's Understanding of Gender

- what young children learn about gender identity
- children's understanding of gender from birth through to the early years of school

Environmental Influences on Children's Perceptions of Gender

- media and advertising
- children's toys
- children's clothing

Students learn to:

- examine the range of factors that influence the social world of children

- examine an advertisement for a children's product and identify the environmental and social construct

Social Influences

- family interactions, expectations, behaviours and attitudes
- roles modeled by family and friends
- cultural differences
- peer interaction

Avoiding Stereotyping for Children

- recognising stereotyping
- expanding children's play options
- expanding awareness of gender roles
- survey a range of play options for children and identify any gender bias

Promoting Gender Equity

- gender equity in broader social context
- gender equity for children

Contemporary Issues

- change, development and gender roles
- parents and carers as role models
- media models of gender
- gender roles and play
- critically examine a contemporary issue that relates to the roles parents and carers model

Module 5: Children and Change

Module Description

This module will explore change in the lives of young children. Much of our lives involve change. Change can be expected and result in stress that can be dealt with in a positive way. Change can also be unexpected and result in distress. Many of the stressors that have a negative impact upon young children relate to things they cannot predict or control. As adults who will interact with children, we need to understand the situations that may be stressful for young children and how these can be most effectively managed.

Outcomes

- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.3 demonstrates appropriate strategies to resolve group conflict

Content

Students learn about:

Change and Stress

- expected and unexpected change
- negative and positive aspects of stress

Students learn to:

- identify and discuss some of the possible stressors that can affect young children

Childhood Stressors

- expected stressors, eg
 - family: birth of a sibling, moving into your own bed, moving into your own bedroom
 - the individual child: going to the dentist, getting a haircut
 - school: moving from home or preschool to school
 - social interactions: friendships, relationships with adults, attending a birthday party
 - specific events: staying away overnight, participating in a competition, going on a holiday
- examine childhood stressors and discuss how they can be managed

- unexpected stressors, eg
 - family: acquiring a step-sibling, acquiring a new pet, separation of parents, moving houses, death of a pet
 - the individual child: going to hospital, feeling sick, feeling isolated or different, fears
 - school: pressure to perform in particular ways, bullying, losing your school lunch.
 - social interactions: unrealistic expectations
 - specific events: domestic violence and child abuse

Individual Reactions to Stress

- variations in what children find stressful
- identifying what makes something stressful
- children's reactions to stress
- identify and discuss strategies for dealing with childhood stressors

Identifying Stress among Young Children

- signs of stress in young children

Helping Young Children Manage Stress

- stress management programs
- professional support services available
- listening to children
- developing a healthy sense of self (self-confidence, self-efficacy, self-esteem)
- love, understanding, acceptance
- research community services available to support families and children under stress

Contemporary Issues

- children and divorce
- children and grief
- child abuse
- children and stepfamilies
- stress management for children
- critically examine a contemporary issue that relates to childhood stress

Module 6: Children of Aboriginal and Torres Strait Islander Communities

Module Description

The aim of this module is to help students recognise and value the diversity within Aboriginal and Torres Strait Islander communities. While focusing on the lives of children generally, an integral part of this module will be the understanding of Aboriginal and Torres Strait Islanders within local communities. Aboriginal people from the local community should be consulted and also be invited to the school as guest speakers and act as facilitators for any fieldwork undertaken by the students. Due to the childhood experiences of many Aboriginal people, teachers should be sensitive when asking questions about childhood and education.

Outcomes

- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Content

Students learn about:

Aboriginality

- government definition of 'Aboriginal'
- Aboriginality and identity
- identity and Aboriginal children
- history of the education of Aboriginal children

Students learn to:

- research the definition of Aboriginal

Children in Aboriginal and Torres Strait Islander Communities

- child-rearing practices
 - the role of extended family and community on child rearing
 - family expectations and values
 - access to early childhood services, including those for isolated communities
 - Aboriginal preschools operated by communities
 - Aboriginal language programs and the acceptance of Aboriginal English
- research the facilities available for Aboriginal children in your local community. Focus on types of programs that these centres run - are they similar or different to mainstream programs?

Different Experiences

- catering for Aboriginal and Torres Strait Islander students in mainstream childcare
- recognising, supporting and valuing the cultural knowledge of Aboriginal children
- comparing the experiences of Aboriginal and non-Aboriginal children
- the impact of broad community attitudes on the experiences of Aboriginal and Torres Strait Islander children
- examine the role Aboriginal community members can play in the childcare system

Respecting Individuals

- individual differences among Aboriginal and Torres Strait Islander families
- examining myths and stereotypes about Aboriginal people and communities
- avoiding stereotyping of children
- promoting equity for all
- developing Aboriginal perspectives for all children.
- identify strategies to avoid stereotyping.

Contemporary Issues

- examine the impact of social issues on Aboriginal and Torres Strait Islander families
 - health: otitis media, nutrition, infant and child mortality
 - education: literacy and numeracy skills - impact of health problems on skill acquisition
 - employment
 - isolation and access to services
- access to culturally appropriate child care
- ongoing effects on children of the stolen generations
- reconciliation
- critically examine a contemporary issue that relates to Aboriginal education and health, eg What effects does this issue have on Aboriginal families? How does it impact on other issues?

NOTE: Before a guest speaker comes to the school, the students should develop a list of questions they would like to ask, and forward this to the speaker before the meeting so they can be prepared and inform you of any questions they find inappropriate.

Module 7: Historical and Cultural Contexts of Childhood

Module Description

This module examines the history of childhood, both documented and oral, and the changing experiences of childhood over generations. Students then examine the diversity and importance of cultural contexts in which children grow and develop.

Outcomes

- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Content

Students learn about:

History of Childhood

- experiences and expectations of children through the ages

Students learn to:

- develop interview techniques, eg to interview a senior citizen about their recollections of childhood

Growing up in Australia

- children of the Dreaming
- convict children
- children in the early colonial days
- children during the gold rush
- children in the 1900s
- children during the war years
- children post-war; baby boomers
- children today
 - poverty and wealth for children
 - education, health, work and play in relation to the different eras
 - the impact of technology on childhood

- research the life of a child in one of these periods in Australia

Childhood Memories

- oral histories
- memories of childhood
 - reflect on personal childhood memories
 - investigate childhood in other generations
 - interview parents, grandparents, relatives, friends
 - investigate their experiences as children
 - consider the impact of changes in lifestyle on childhood
- investigate childhood today
 - common experiences for young children today
 - comparing experiences: yours, those of the people interviewed, children today
 - similarities and differences
- interview someone who was a child in another country or culture
- identify and read story books that describe childhood in other cultures
- write a brief article for a newspaper on their own childhood

What is Culture?

- Australian culture
- diversity within Australia
- culture versus ethnicity, race, nationality
- research definitions of culture to further develop their understanding

Individual Families

- similarities between and within cultural groups
- differences between and within cultural groups
 - childrearing practices
 - family expectations
 - family structures and supports
 - traditions
- recognise the differences that may exist between families from different cultures

Maintaining Culture

- how and why people maintain culture
- pressures to fit in and assimilate
- links between culture, identity and self-esteem
- examine and discuss the variety of cultural festivals and other occasions that acknowledge the cultural diversity of Australia

Caring for Children in a Multicultural Society

- the social environment
- the physical environment

Contemporary Issues

- bilingualism
- multiculturalism in Australia
- starting school in a new country
- critically examine a contemporary cultural issue that relates to childhood in Australia, eg research your family tree

Module 8: The Children's Services Industry

Module Description

This module introduces students to the range of children's services available for children and their families within the Australian context. The focus of the module is the provision of services for children within the birth-to-eight age range. Students then consider potential participation in children's services. Practical involvement with licensed children's services and the opportunity to discuss potential roles are important parts of this module.

Outcomes

- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 6.1 demonstrates an understanding of decision making processes

Content

Students learn about:

Overview of Children's Services

- long day care
- extended hours care
- work-based care
- preschool
- children's neighbourhood centres
- occasional care
- out of school hours care
- vacation care
- family day care
- nannies/ au pairs
- multicultural services
- children's resource centres
- respite care
- mobile services
- toy libraries
- hospital services
- playgroups
- early intervention services
- visits to services and/or guest speakers
 - workers in services
 - parents whose children attend services

Students learn to:

- undertake a case study of at least one service in the local community investigating issues such as:
 - groups catered for within the service (children and families)
 - hours of operation
 - location of services
 - cost of services and funding conditions
 - type of program offered
 - facilities provided
 - staff employed and working conditions for staff
 - family involvement

Finding Out About Children's Services

- community and government agencies and resources, for example:
 - Aboriginal Early Childhood Services
 - Association of Child Care Centres of NSW
 - Australian Early Childhood Association
 - Child Care Access Hotline
 - Childcare at work
 - Community Child Care Coop
 - Early Childhood health centres
 - Ethnic Child Care, Family and Community Services Cooperative
 - Lady Gowrie Child Centre
 - National Childcare Accreditation Council
- other agencies:
 - KU Children's Services
 - SDN Children's Services
 - Families First
 - NIFTEY
 - Burnside
 - CONTACT INC
 - Parents as Teachers
- research and report on the availability of services within the local area

Choosing Appropriate Services for Young Children

- factors to consider in selecting early childhood services
- critically examine the features of high quality care

Working in Children's Services

- skills or qualifications needed to work in children's services
- reflection on visits to services, for example, a local preschool, Kindergarten class, long day care centre or playgroup.
- examine the qualifications needed to work in a position within children's services in the local community

Regulations Relating to Children's Services

- the need for regulations
- licensing of services
- child protection requirements
- investigate the relevant regulations relating to children's services

Roles within Children's Services

- consider roles such as:
 - teacher
 - director
 - assistant
 - playgroup leader
 - family day care provider
 - administrator
- responsibilities of workers within children's services.
- career paths within children's services

Contemporary Issues

- the cost of children's services
- society's attitudes to child care
- quality in children's services
- access to children's services
- critically examine a contemporary issue that relates to children's services

Module 9: Young Children and Media

Module Description

This module examines a range of current issues related to the possible influence of the media on young children in Australia. Most children watch television daily. Young children have magazines that are specifically written for them, computer software and video games that have been developed for them and have internet access to a wide range of sites. The role and impact of all media in children's lives is covered in this module.

Outcomes

- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 6.1 demonstrates an understanding of the decision-making process

Content

Students learn about:

History of Australian Children's Television

- the emergence of television as a regular part of childhood
- the development of programs specifically for children
- leisure before television

Students learn to:

- review the history of television in Australia and its influence on children's programs

Children's Television Viewing Habits

- programs children watch
- hours of television viewing
- viewing habits of girls and boys
- research the variety of children's television programs screened over a one-week period

Positive Aspects of Multimedia

- access to broad range of information
- combating stereotypes and present positive views of particular groups, promoting self-esteem of those groups and challenging popular views about those groups
- children can develop skills of selective viewing and critical appraisal of television content and web sites
- children can explore and develop skills at their own pace
- critically analyse how multimedia promotes learning in young children

Issues about Television and Computers as Leisure Activities

- the variety of multimedia leisure activities available to children: television, computer games, internet sites, video games, children's magazines
 - program/software content, particularly violence
 - advertising during children's television shows and internet browsing
 - children's preferences between multimedia activities and reading
 - promotion of stereotypes in multimedia programs, relating to gender, and minority or cultural groups
 - effects on family interactions
 - television used as a 'babysitter'
 - multimedia viewing and participation as a passive activity, promoting an inactive lifestyle for children and causing problems of health and nutrition
 - the need for parental guidance for all multimedia uses
- examine and debate concerns expressed about the influence of television and computers on children's well-being

Educational Multimedia

- characteristics of educational programs and/or software
 - children's viewing of educational television
 - children's uses of educational games
 - children's uses of educational sites
 - the role of television in children's learning
 - the role of the internet in children's learning
 - the role of computers in children's learning
- analyse the purpose, audience and features of particular children's multimedia programs

Contemporary Issues

- the need for internet filters
 - Australian versus international content in multimedia
 - equity and access to the internet
 - possible connection between violence on television or in video games and aggression in children
 - the cost of multimedia products
 - merchandising and children's television programs including collectables
 - modern cultural games
- critically examine a contemporary issue that relates to the use of multimedia in the lives of young children

Module 10: Young Children and the Law

Module Description

In this module students are introduced to issues related to young children and the law. Children's rights are identified. The rights and obligations of the family within NSW are considered, as are the international obligations of the federal government under the United Nations Declaration of the Rights of the Child. An overview of children's rights and legal status during changes to their family structure is included.

Outcomes

- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict

Content

Students learn about:

What is a Child?

- legal definitions of a child and a juvenile
- societal and cultural views and definitions of children and childhood

Students learn to:

- investigate and discuss the various definitions of a 'child' and why they are used

Rights of the Child

- United Nations Declaration of the Rights of the Child
- children's rights in NSW
- ages at which children have particular rights
- rights of young children versus rights of parents
- research the rights of children in legislation in NSW (and Australia)

Children within the Family

- parental rights and responsibilities to children
- legal obligations of parents
- compulsory education
- parental liability for acts/behaviour of their children
- children and family breakdown
- residence orders (custody)
- contact orders (access)
- parenting plans
- considering the wishes of the child
- identify the legal obligations of parents and what occurs when these are not undertaken

Adoption and Foster Care

- adoption procedures
- biological and adoptive parents
- rights to privacy and confidentiality
- state wards and foster care
- children's refuges
- rights of the child in adoption and foster care arrangements
- examine the range of alternatives available to care for children when there is family breakdown

Rights and Obligations of Teachers

- duty of care
- legal responsibility of teachers including child protection requirements
- discuss the responsibilities of teachers in children's services

Contemporary Issues

- parents' rights versus children's rights
- children's court
- the law and children's employment
- gender differences
- critically examine a contemporary issue that relates to children and the law

Module 11: Children's Literature

Module Description

This module examines a wide range of literature for children. Literature can be shared with young children for learning and for leisure. Throughout the module, attention is directed to the criteria to be considered in choosing appropriate books for young children and strategies for sharing these with children from birth through to age eight.

Outcomes

- 1.2 examines physical, social-emotional, behavioural, cognitive and language development
- 1.3 examines the nature of different periods in childhood - infant, toddler, preschool and the early school years
- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 4.1 demonstrates appropriate communication skills with children and/or adults

Content

Students learn about:

Babies, Toddlers and Books

- matching books to the development of babies and toddlers
- books babies enjoy
- books toddlers enjoy
- reading books to babies and toddlers
- why we read books to babies and toddlers
- importance of social interaction
- choosing books for babies and toddlers
 - toy and board books
 - wordless picture books
 - picture books
 - books of rhymes

Students learn to:

- choose books suitable for toddlers and discuss their specific features

Preschoolers and Books

- choosing books for preschoolers
 - books preschoolers enjoy
 - what preschoolers learn about print when they 'read' books
 - the link between reading books and children learning to read and write
- design books suitable for preschoolers and explain the purpose

Children in the First Years of School

- children's previous experience of literature before coming to school
- books children like to read when they start school
- what children learn about books when they start to read
- talk to children about their favourite books and about reading

Choosing Picture Books For Children

- factors that make a good picture book
 - plot
 - setting
 - characterisation
 - theme
 - style of writing
 - illustrations
- critically examine a range of children's books and develop criteria for choosing a picture book for
 - a toddler
 - a preschooler
 - a six year old

Poetry for Children

- poetry children enjoy reading, hearing and repeating
 - nursery rhymes
 - lullabies
 - nonsense rhymes
 - riddles
 - tongue twisters
 - action rhymes
 - counting rhymes
 - skipping rhymes
 - limericks
 - songs
- evaluate poetry books for infants, toddlers, preschoolers and children in the early school years.
- Investigate a range of texts, create a collection of poetry and rhymes and organise in appropriate age groups

Non-Fiction Books for Children

- deciding on what makes a good book for children
- how non-fiction books convey facts to young children
- identify and list criteria for selecting a good factual text for young children

Sharing Literature with Children

- reading aloud to children
 - strategies for sharing a book with one child and with a group of children
 - previewing the book
- storytelling
 - planning the story
 - using aids to help tell the story, eg puppets
- sharing rhymes and poetry
- read a book to a child or group of children

Contemporary Issues

- books versus other media
- gender and literature
- access to literature, eg libraries, buying, swapping, internet
- books across generations
- critically examine a contemporary issue that relates to engaging children in literacy experiences

Module 12: Food and Nutrition

Module Description

In this module students are introduced to the importance of healthy feeding practices and their relationship to optimum development in the child.

Outcomes

- 1.3 examines the nature of different periods in childhood - infant, toddler, preschool and the early school years
- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Content

Students learn about:

Breastfeeding

- advantages of breastfeeding
 - nutritional factors
 - resistance to infection
 - benefits for mother and child
- physiology of breastfeeding
 - milk production
 - the let-down reflex
- preparing to breastfeed
 - antenatal preparation
 - after birth
- common problems
 - soreness
 - oversupply, low supply
- influences on breastfeeding
 - cultural attitudes
 - antenatal preparation
 - physical factors
 - social-emotional factors
 - support networks

Students learn to:

- explore the range of issues associated with breastfeeding

Bottle Feeding

- reasons for bottle feeding
- advantages and disadvantages of bottle feeding
- preparing bottles
 - types of formulae
 - preparing formulae
 - types of teats and bottles
 - sterilisation: equipment and cleanliness
 - feeding technique
 - milk allergy and intolerance
- discuss issues associated with bottle feeding
- assess a range of milk formulae in terms of cost, size, appearance and nutritional content

Weaning and First Foods

- circumstances of weaning
 - mother's choice to stop
 - baby loses interest
 - reduced milk supply
 - baby needs additional nutrients
- introducing solids
 - when to begin
 - problems relating to early introduction of solids
 - first foods
 - nutritional adequacy
 - how much solid food
 - how to introduce new tastes
 - food intolerance
 - preparing your own baby food
 - the feeding situation: atmosphere, safety, supervision
 - teething
 - choking
- interview a mother or nurse about weaning babies
- investigate and evaluate early solid food prepared for babies
- debate home-prepared vs commercially-prepared

Food for Toddlers

- types of foods
- nutritional adequacy
- preparation of food
- feeding problems: refusal, dislikes, obesity
- sweet foods
- dental health
- list and discuss the types of food that would be suitable for a toddler

Food for Older Children

- vegetarianism and natural foods
 - foods for packed lunches
 - school canteens
 - snack foods
 - foods for special occasions: cultural and social aspects
 - variety in food: multicultural approaches
 - food allergies
- design a menu suitable for a 4-6 year old

Contemporary Issues

- take-away and convenience foods
 - advertising and children's food choice
 - impact of changing demographics on food habits, for example, parents' working longer hours.
 - provision of parents' rooms in public areas (to allow for infant feeding)
 - World Health Organisation and infant feeding policies
 - indigenous infant nutrition
 - differences in eating habits of girls and boys
- critically examine a contemporary issue that relates to nutrition and health in young children

Module 13: Child Health and Safety

Module Description

This module aims to promote an awareness of the special safety and supervision needs of young children. Young children are unable to make judgments about safety, and constant supervision is necessary. The issues listed below should be considered in relation to young children: infants, toddlers, preschoolers and children in the first years of school.

Outcomes

- 1.2 examines physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood: infant, toddler, preschool and the early school years
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 6.1 demonstrates an understanding of decision making processes

Content

Students learn about:

Safety in the Home

- falls
- cuts and abrasions
- burns/scalds
 - electrical appliances
 - hot water
 - chemical burns
 - sunburn
 - fires, cigarettes, matches and lighters
- poisoning
 - medicines
 - household cleaning products
 - alcohol
 - methylated spirits, turpentine, petrol etc
 - fly/insect sprays, weed killer, garden sprays etc
 - poisonous plants

Students learn to:

- research a household to identify possible dangers and discuss options to improve the situation
- examine a household from the perspective of a child

Maintaining Clean and Hygienic Environments

- cleaning of nappy, toilet and floor areas
- disposal and handling of soiled nappies
- investigate regulations applying to hygiene and develop a set of steps to maintain a clean and hygienic environment

Safety with Toys and Play Equipment

- bicycles, skateboards, roller skates etc
- trampolines
- choking (ingesting small objects)
- cuts and abrasions from sharp edges
- bruises, sprains, finger jamming injuries
- toxic paints and chemicals
- baby walkers
- research issues for toys and equipment including legislation and safety standards

Outdoor Safety

- poisonous plants
- insect bites/stings
- sunburn
- sharp objects (syringes, broken glass)
- damaged/unsafe playground equipment
- pools and dams
- animal bites, animal droppings
- collect and critically examine information about treatment for potential injuries

First Aid

- basic treatment of wounds, bites, stings, etc
- what to do while waiting for help
- DRSABCD (Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillation)

Road Safety

- pedestrian safety
- bicycles, skateboards, skates in traffic areas
- travelling on public transport
- travelling in cars
- identify and discuss key road safety issues when talking to young children

Child Development and Safety

- safe environments for infants and toddlers
- safe environments for preschoolers
- safe environments for older children
- maintaining safe environments
- managing changing environments
- investigate regulations for ensuring health and safety in a childcare centre

Contemporary Issues

- cost and evaluation of safety equipment
- fostering children's safety through self-regulation
- safety programs for children and carers
- critically examine a contemporary issue that relates to health and safety for young children

Module 14: Young Children with Special Needs

Module Description

While all young children have needs, some young children have special needs. In this module students consider some of those special needs, while at all times remembering that children are individuals.

Outcomes

- 1.1 analyses prenatal issues that have an impact on development
- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Content

Students learn about:

Diversity in Child Development

- social, cultural and developmental differences within families and children
- special learning and social-emotional needs of children
- diversity in physical and motor development
- the impact of diversity on self-concept, self-esteem and interpersonal relationships
- concept of ‘normal’

Students learn to:

- identify and explain the general stages of physical and emotional development in early childhood

Special Needs

- gifted and talented
- disabilities
- appropriate terminology
- thinking about ‘children with disabilities’ rather than ‘disabled children’
- identifying young children with special needs
- discuss the characteristics of children that make us think they are different and what effect that has on our language/way of talking to them or about them

Young Children with Special Needs at Preschool and School

- mainstreaming and integration
- early intervention programs
- family involvement
- programs for gifted and talented children
- investigate what actions are needed when someone's needs are not 'normal'

Teachers of Young Children with Special Needs

- qualifications and training
- necessary skills and attributes

Young Children with Special Needs and their Families

- impact on parents
- impact on siblings
- the role of support services in assisting families
- contributions by the child with special needs to their family
- resources for families and children
- discuss with a parent what resources they required to support their child with special needs

Contemporary Issues

- prenatal screening
- positive discrimination
- political correctness and the language of disability
- role of technology to support young children with special needs
- current legislation relating to disability and discrimination
- integration and inclusion: students with special needs in regular school
- critically examine a contemporary issue that relates to special needs of children

9 Course Requirements

The requirements for the 60 hour, 120 hour and 240 hour course are specified in the course structure on page 8. There are no additional requirements.

Exclusions

When selecting modules from the Exploring Early Childhood Content Endorsed Course, duplication of module content with other Stage 6 syllabuses that students are studying should be avoided, eg Family and Community Studies, Food Technology.

In addition there may be specific exclusions that apply to students of this course. Reference should be made to the appropriate section of the Assessment Certification and Examination (ACE) Manual to identify the current list of exclusions.

10 Post-school Opportunities

The study of Exploring Early Childhood Content Endorsed Course Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, this study assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

RTOs, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between Higher School Certificate courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website <http://www.det.ntis.gov.au>

Recognition by TAFE NSW

TAFE NSW conducts vocational education and training courses in an extensive range of industry areas and in general education for prevocational and foundation purposes. The details of TAFE courses are published annually in the TAFE NSW Handbook and are available on the Internet at www.tafensw.edu.au

Details of HSC/TAFE credit transfer arrangements are updated regularly on the HSC/TAFE Credit Transfer website (www.tafensw.edu.au/hsctafe). Details of credit transfer arrangements between HSC Content Endorsed Courses and TAFE NSW are published on the website when the credit transfer arrangements are endorsed by TAFE NSW Educational Services Divisions and the Board of Studies.

Teachers should refer to the HSC/TAFE Credit Transfer website and be aware of recognition available to their students through the study of Exploring Early Childhood Content Endorsed Course.

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Exploring Early Childhood Content Endorsed Course Stage 6 so that the degree of recognition available can be determined.

11 Assessment of Exploring Early Childhood

Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing student achievement in the Content Endorsed Courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. Those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment of Stage 6 Content Endorsed Courses

There is no external examination of students in Stage 6 Content Endorsed Courses.

Assessment provides a measure of a student's achievement based on the range of syllabus content and outcomes. The assessment components, weightings and task requirements to be applied to internal assessment are identified on the next page. They ensure a common focus across schools for internal assessment in the course, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

Schools should develop an assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school should also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on each student's performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students.

Assessment Components, Weightings and Tasks

The components and weightings to be used by schools are detailed below. The allocation of weighting to particular tasks is left to the individual schools, but the percentage allocated to each assessment component (50% each) must be maintained.

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content and
- skills outcomes and content as follows:

| Component | Weighting (%) |
|-----------------------------|---------------|
| Knowledge and Understanding | 50 |
| Skills | 50 |

One task may be used to assesses several components. It is suggested that two to three tasks are sufficient to assess the HSC course outcomes for a one-unit course and three to five tasks are sufficient to assess the HSC course outcomes for a two-unit course.

The assessment tasks given to students must:

- be consistent with the type of objectives and outcomes being assessed
- provide for a range of performances and achievements within the group
- be consistent in number with comparable 1 or 2 unit Board-developed courses
- use a range of assessment instruments. Each instrument must be appropriate to the outcomes it is designed to measure.

Other requirements:

- At least one assessment task must derive from formal examinations. Formal examinations are defined as any form of examination as used in the Higher School Certificate under conditions similar to those in the HSC for comparable tasks and which apply equally to all students at the school.

Instruments used for assessment purposes may include the following:

- short answer tests
- essay test
- practical demonstrations
- portfolio of useful resources
- problem solving assignments, eg design and make
- interviews/talks
- diary/learning log
- internet research assignments
- critical reviews
- physical products
- observation reports
- stimulus questions
- multiple-choice tests
- research projects
- written reports on case studies, excursions, field trips, surveys, investigations
- lesson plans
- role plays
- debates
- oral reports
- individual/group reports
- mock interviews

The keeping of an outcomes diary in which students evaluate their learning could be a useful portfolio inclusion.