ECHE6010
Health and Well-being in Early Childhood
Session 1, Online-scheduled-weekday 2023
Macquarie School of Education

Contents

General Information ................................................................. 2
Learning Outcomes ................................................................. 3
General Assessment Information ............................................. 3
Assessment Tasks ................................................................. 5
Delivery and Resources ......................................................... 6
Unit Schedule ........................................................................ 7
Policies and Procedures ......................................................... 7
5Rs Framework ..................................................................... 9
Changes since First Published ............................................... 10

Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
General Information

Unit convenor and teaching staff
Unit Convenor
Sonja Maric
Contact via iLearn dialogue
29 Wally's Walk, Room 231

Tutor
Sophie Osborne
sophie.osborne@mq.edu.au
Contact via iLearn dialogue

Sonja Maric
sonja.maric@mq.edu.au

Credit points
10

Prerequisites
Admission to MTeach(0-5)

Corequisites

Co-badged status
ECHX6010

Unit description
This unit aims to cover many of the health issues that face children and families in both early childhood settings and at home. Early childhood professionals have an added duty of care that necessitates a comprehensive knowledge of likely and unlikely medical events in children's lives. It is also essential that these professionals are familiar with Australian regulations designed to protect children and ensure their optimal well being. With technology and medical knowledge increasing at an exponential rate, it is important to develop a critical awareness of controversies and differences of opinion concerning practices. An awareness of others' beliefs and levels of understanding is necessary. Debate is encouraged regarding health and medical choices and practices.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates
Learning Outcomes
On successful completion of this unit, you will be able to:

ULO3: Promote positive health practices for young children in the family and early childhood services
ULO1: Know and understand of current health policies and regulations in early childhood services
ULO4: Evaluate early childhood programs in the context of preventive health and child wellbeing and optimise environment for young children
ULO2: Use relevant skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
ULO5: Demonstrate awareness of current medical and scientific research affecting children and families
ULO6: Analyse factors involved in various controversies and debates
ULO7: Examine diversity of opinion and reasons underlying this diversity

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)
- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.
- This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin’s Originality Report as a learning tool to improve their
academic writing if this option is made available in the unit.

• Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

• Word limits are strictly applied. Work above the word limit will not be marked.
• All assessments are marked using a rubric.
• Marking of all assessments is moderated by the Unit Convenor.
• Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).

• It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

**University policy on grading**

**Criteria for awarding grades for assessment tasks**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. The following descriptive criteria are included for your information.

**Descriptive Criteria for awarding grades in the unit**

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (High Distinction)</td>
<td>Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.</td>
</tr>
<tr>
<td>Cr (Credit)</td>
<td>Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.</td>
</tr>
</tbody>
</table>
### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Essay</td>
<td>50%</td>
<td>No</td>
<td>3/4/2023 11.59pm</td>
</tr>
<tr>
<td>Health and Safety Problem</td>
<td>50%</td>
<td>No</td>
<td>28/05/2023 11:55pm</td>
</tr>
</tbody>
</table>

**Major Essay**

**Assessment Type:** Essay  
**Indicative Time on Task:** 38 hours  
**Due:** 3/4/2023 11.59pm  
**Weighting:** 50%

The major essay will cover a contemporary topic in early childhood health. 2000 words.

On successful completion you will be able to:

- Promote positive health practices for young children in the family and early childhood services
- Evaluate early childhood programs in the context of preventive health and child wellbeing and optimise environment for young children
- Demonstrate awareness of current medical and scientific research affecting children and families
- Analyse factors involved in various controversies and debates
- Examine diversity of opinion and reasons underlying this diversity
Health and Safety Problem

Assessment Type 1: Practice-based task
Indicative Time on Task 2: 40 hours
Due: 28/05/2023 11:55pm
Weighting: 50%

You will be provided with a health and/or safety problem and work towards a realistic solution. 2000 words.

On successful completion you will be able to:

- Promote positive health practices for young children in the family and early childhood services
- Know and understand of current health policies and regulations in early childhood services
- Use relevant skills in accessing, evaluating and using information gained from diverse sources in competent practical ways

1 If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

2 Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Recommended texts


Information about the unit iLearn

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.
Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these ‘live’.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://iLearn.mq.edu.au/login/index.php. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357
Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally’s Walk

Structure

The unit comprises recorded lectures and live tutorials. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://iLearn.mq.edu.au

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Unit Schedule

The weekly schedule is published on iLearn. It is important to listen and take notes from the relevant lectures before attending tutorials. It is important to keep up to date with your textbook readings.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

• Academic Appeals Policy
**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/admin/other-resources/student-conduct](https://students.mq.edu.au/admin/other-resources/student-conduct)

**Results**

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

**Academic Integrity**

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

**Student Support**

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**The Writing Centre**

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- **Workshops**
- **Chat with a WriteWISE peer writing leader**
- **Access StudyWISE**
The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.
Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework with a particular focus on being Research Engaged.

### Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/05/2023</td>
<td>A change of Assessment 2 date has been submitted for amendment. This change is needed as: - Assessment 1 and 2 were too close together with not enough time to explain Assessment 2 and evaluate Assessment 1. - Students have not covered enough content for Assessment 2 to complete the task adequately. This includes practise activities completed in tutorials.</td>
</tr>
</tbody>
</table>