ECHE6010
Health and Well-being in Early Childhood
Session 1, Online-scheduled-weekday 2024
Macquarie School of Education

Contents

General Information ........................................... 2
Learning Outcomes .................................................. 2
General Assessment Information ................................. 3
Assessment Tasks ...................................................... 5
Delivery and Resources ........................................... 6
Unit Schedule .......................................................... 8
Policies and Procedures ........................................... 8
5Rs Framework ...................................................... 11

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
sonja.maric@mq.edu.au
Contact via Via iLearn/ Dialogue or Email
By appointment

Credit points
10

Prerequisites
Admission to MTeach(0-5)

Co-requisites

Co-badged status

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:

UL01: Know and understand of current health policies and regulations in early childhood services
UL02: Use relevant skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
ULO3: Promote positive health practices for young children in the family and early childhood services
ULO4: Evaluate early childhood programs in the context of preventive health and child wellbeing and optimise environment for young children
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

This section provides students with general information about assessment tasks and how to submit them.

- 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 clear marking scheme or 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 (PEx) 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.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

<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>
<tr>
<td>P (Pass)</td>
<td>Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.</td>
</tr>
</tbody>
</table>
Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

Specific information regarding AI is included in the iLearn page of this Unit.

Withdrawning from this unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

Results

Results shown in iLearn, 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 https://ask.mq.edu.au

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Safety Problem</td>
<td>50%</td>
<td>No</td>
<td>11:55pm 26/05/2024</td>
</tr>
<tr>
<td>Major Essay</td>
<td>50%</td>
<td>No</td>
<td>11:55pm 04/04/2024</td>
</tr>
</tbody>
</table>

Health and Safety Problem

Assessment Type 1: Practice-based task
Indicative Time on Task 2: 40 hours
Due: 11:55pm 26/05/2024
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:
- 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
• Promote positive health practices for young children in the family and early childhood services

**Major Essay**

**Assessment Type**: Essay  
**Indicative Time on Task**: 38 hours  
**Due**: 11:55pm 04/04/2024  
**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

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**

**Required and recommended texts**

All students are required to acquire the textbook below (either eBook or paper copy is acceptable):

Information about the unit iLearn site

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 students enrolled in INFQ or online mode are especially 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

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally’s Walk

Structure

The unit structure can be found in the university timetable https://students.mq.edu.au/study/enrolling/create-timetable

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 iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.
Unit Schedule
The following topics will be addressed in a weekly format within this Unit.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Body Image</td>
</tr>
<tr>
<td>Week 3</td>
<td>PA, EYLF and PDHPE</td>
</tr>
<tr>
<td>Week 4</td>
<td>Breast Feeding and Nutrition</td>
</tr>
<tr>
<td>Week 5</td>
<td>Safety</td>
</tr>
<tr>
<td>Week 6</td>
<td>Risky Play</td>
</tr>
<tr>
<td>Week 7</td>
<td>Immunisation</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chronic Illness and Allergies</td>
</tr>
<tr>
<td>Week 9</td>
<td>Bullying and SEL</td>
</tr>
<tr>
<td>Week 10</td>
<td>Child Maltreatment</td>
</tr>
<tr>
<td>Week 11</td>
<td>Child Mental Health</td>
</tr>
<tr>
<td>Week 12</td>
<td>Sleep and Physical Activity</td>
</tr>
<tr>
<td>Week 13</td>
<td>Sustainability</td>
</tr>
</tbody>
</table>

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
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

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

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 or if you are a Global MBA student contact 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.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. Creating your timetable - Enrolling | Macquarie University, Sydney (mq.edu.au)

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (INFQ mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.
Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

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
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- **IT Support**
- **Accessibility and disability support** with study
- Mental health support
- **Safety support** to respond to bullying, harassment, sexual harassment and sexual assault
- **Social support including information about finances, tenancy and legal issues**
- **Student Advocacy** provides independent advice on MQ policies, procedures, and processes
Student Enquiries
Got a question? Ask us via AskMQ, or contact Service Connect.

IT Help
For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University’s IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

5Rs Framework
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 in the following important ways:

Resilient:
Knowing how to access support and resources on a variety of topics studies. Responding to feedback in the form of assessments.

Reflexive:
Frequent use of videos, scenarios and hands-on activities to encourage reflection on the teaching practice.

Responsive:
The unit ties theory to practice through exploration of the ELYF and how it is used in early childhood and primary school contexts.

Ready to Learn:
Students have the opportunity to engage in a variety of health-based topics throughout the semester with formative and summative opportunities to learn and improve.

Research Engaged:
Ongoing engagement with research and professional literature, as well as other valid and credible resources.

Unit information based on version 2024.02 of the Handbook.