

# TEAC 2001 ACTIVE AND HEALTHY CHILDHOODS

**Credit Points** 10

**Legacy Code** 102669

**Coordinator** Prathyusha Sanagavarapu (<https://directory.westernsydney.edu.au/search/name/PrathyushaSanagavarapu/>)

**Description** Early childhood educators are responsible for promoting the health, safety and wellbeing of young children from birth to five years including children from vulnerable backgrounds. This includes children from migrant, low SES, refugee and Aboriginal and Torres Strait Islander backgrounds. This subject focuses on developing students' understandings of holistic health, safety, nutrition, and wellbeing of young children. It also assists students to recognise the factors that impact on children's socio-emotional wellbeing and promote resilience. This subject promotes students' ability to identify, source, and apply relevant policies and resources to respond to children's emerging health and wellbeing issues in collaboration with various stakeholders and by taking into consideration the children's and families' rights, needs, values and cultural practices. This subject is included in the Development Phase of the Bachelor of Education.

**School** Education

**Discipline** Teacher Education: Early Childhood

**Student Contribution Band** HECS Band 1 10cp

Check your fees via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 2 subject

## Restrictions

Students must be enrolled in 1926 Bachelor of Education (Early Education) or 1929 Bachelor of Arts (Pathway to Teaching Early Childhood/Primary)

## Learning Outcomes

1. Examine the changing health and wellbeing needs of young children.
2. Discuss the essential elements and theories of physical health, safety, nutrition, and holistic wellbeing in early childhood years.
3. Recognise the factors that impact on children's socio-emotional wellbeing and promote resilience.
4. Analyse the importance of promoting physical and fundamental movement skills through areas such as dance, gymnastics, games and sports and a range of physical and outdoor activities.
5. Examine factors supporting healthy relationships and promote these in a professional capacity.
6. Apply policies and guidelines, to engage with childhood health and wellbeing issues and promote safe and healthy early childhood environments.
7. Apply strategies for working in partnership with health professionals, referral agencies and support personnel in promoting holistic health and wellbeing in early childhood settings.

## Subject Content

1. **Module 1: Understanding safety, holistic health and wellbeing of children: birth-5 years**

- Physical health
- Hygiene
- Safety and risk
- Nutrition
- Socio-emotional wellbeing
- Physical movement

### 2. Module 2: Health and wellbeing issues

- Current issues in children's physical health
- Chronic illnesses
- Mental health including bullying

### 3. Module 3: Positive relationships and communication

- Relationships
- Identity development
- Positive communication

### 4. Module 4: What guides healthy environments in early childhood contexts

- Policies
- National and State Health programmes and initiatives

### 5. Module 5: Promoting holistic health and wellbeing in early childhood settings

- Preventative health
- Holistic approach to planning healthy environments in early childhood
- Applying policies and research in health promotion
- Developing partnerships and linkages with the wider community.

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Report	800 words	20	N	Individual	Y
Report	1500 words	40	N	Individual	Y
Report	1500 words	40	N	Individual	Y

### Prescribed Texts

- Garvis, S., & Pendergast, D. (Eds.). (2020). *Health & wellbeing in childhood* (3rd. ed.). Cambridge University Press

### Teaching Periods

## Spring (2024)

### Bankstown City

#### On-site

**Subject Contact** Prathyusha Sanagavarapu (<https://directory.westernsydney.edu.au/search/name/PrathyushaSanagavarapu/>)

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC2001\\_24-SPR\\_BK\\_1#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2001_24-SPR_BK_1#subjects))

## Autumn (2025)

### Bankstown City

#### On-site

**Subject Contact** Prathyusha Sanagavarapu (<https://directory.westernsydney.edu.au/search/name/PrathyushaSanagavarapu/>)

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### Campbelltown

#### On-site

**Subject Contact** Prathyusha Sanagavarapu (<https://directory.westernsydney.edu.au/search/name/PrathyushaSanagavarapu/>)

View timetable ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=TEAC2001\\_25-AUT\\_CA\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC2001_25-AUT_CA_1#subjects))

## Spring (2025)

### Bankstown City

#### On-site

**Subject Contact** Prathyusha Sanagavarapu (<https://directory.westernsydney.edu.au/search/name/PrathyushaSanagavarapu/>)

View timetable ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=TEAC2001\\_25-SPR\\_BK\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC2001_25-SPR_BK_1#subjects))

### Parramatta - Victoria Rd

#### On-site

**Subject Contact** Prathyusha Sanagavarapu (<https://directory.westernsydney.edu.au/search/name/PrathyushaSanagavarapu/>)

View timetable ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=TEAC2001\\_25-SPR\\_PS\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC2001_25-SPR_PS_1#subjects))