

Health and Wellbeing in Childhood

Second edition

The period from birth to 12 years is crucial in a child's development and can significantly impact future educational success, resilience and participation in society. The second edition of *Health and Wellbeing in Childhood* provides readers with a comprehensive foundation in health and wellbeing education across key priority areas, covering physical, social and emotional learning and development.

This edition has been thoroughly updated to include the latest research and resources, and incorporates expanded material on diversity, mental health and contemplative practice. A new instructor companion website, www.cambridge.edu.au/academic/healthandwellbeing, features a curated suite of reading materials, extension questions and sample responses designed to further readers' knowledge and skills for practice.

Each chapter features practical examples, case studies and links to curriculum documentation which illustrate the theory and draw connections to classroom practice, while key terms, reflective activities and end-of-chapter questions consolidate key concepts.

Written by an expert author team comprised of leading academics and practitioners, *Health and Wellbeing in Childhood* equips readers with the knowledge and skills to promote and implement effective practice in the field, making it essential reading for pre-service teachers, academics and practicing educators alike.

Susanne Garvis is Professor of Child and Youth Studies (Early Childhood) at the University of Gothenburg, Sweden.

Donna Pendergast is Professor and Dean of the School of Education and Professional Studies at Griffith University, Queensland.

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.....
This book is dedicated to our families. We particularly dedicate
this to the young people in our families.
Kyrra, Bess, Blyton, Zeke and Bader
and
James and Hamish
.....

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Andrea Nolan is Professor of Early Childhood Education at Deakin University, Australia. Andrea has taught and researched in the early years for many years. Her research interests include early childhood workforce capabilities with a particular interest in professionalisation and practice, and the professional learning of teachers.

Natalie Parletta is Senior Research Fellow at the University of South Australia and a Nutritionist/Accredited Practising Dietitian at the Centre for Health and Wellbeing in Adelaide. She holds a PhD, Bachelor of Psychology (Honours) and Master of Dietetics, has published over 50 scientific papers and given over 200 talks/interviews. For over 10 years she has researched links between nutrition and mental health and parental influences on children's food choices. In clinical practice, Natalie is particularly interested in the role of nutrition and dietary food intolerance in children's behaviour, and helping parents to instil healthy eating behaviours in their children.

Sivanes Phillipson is Associate Professor of Family Studies at the Faculty of Education, Monash University Clayton Campus, Australia. Sivanes is also the Routledge Editor for the Evolving Families Series. She has diverse international experience and knowledge base in the broad field of measurements and systems approach to families and children's education, with expertise in large data set analysis and modelling. Her current projects include an Australian Research Council funded project on numeracy learning at home and a nationwide survey on family perspectives around educational resources.

Beth Sagers is Senior Lecturer in the School of Cultural and Professional Learning at Queensland University of Technology, Australia. She currently lectures in autism spectrum disorders (ASD), catering for diversity, inclusive practices, and behaviour support. She has over 20 years of experience working with students on the autism spectrum across a range of age groups and in a variety of educational settings.

Margaret Sims is Professor of Early Childhood at the University of New England, Australia. Her research interests centre around quality community-based services for young children and families. These arise from her experiences as a community worker in range of services, and include early intervention, inclusion, family support and child care.

Kerry Smith is Lecturer in the School of Human Services and Social Work, Griffith University, Australia. She has extensive experience in the field of children's services including managing and owning a school-age care service, experience in adult learning, teaching, and researching and is currently involved in the delivery of social, emotional learning to educators throughout Queensland. Her areas of expertise are childhood studies and professional development for children's services. She is completing a Masters of Philosophy using an evaluative approach to examine Talking Circles as a method of listening to the voices of children.

Karen Stagnitti is Professor, Personal Chair of the School of Health and Social Development at Deakin University, Australia. For over 30 years Karen has mainly worked in early childhood intervention programs in community-based settings as part of a specialist paediatric multidisciplinary team. Her area of research is children's play where she has published prolifically and presents her work on the play ability of children nationally and internationally.

Ann Taket is Chair in Health and Social Exclusion and Director of the Centre for Health through Action on Social Exclusion at Deakin University, Australia. She leads programs of research in social exclusion and health; prevention and intervention in violence and abuse; and human rights-based approaches in public health.

Maryanne Theobald is Senior Lecturer in the School of Early Childhood at Queensland University of Technology, Australia. Maryanne has methodological expertise in qualitative approaches including ethnomethodology and conversation analysis, and participatory research using video-stimulated accounts. She has research experience in communication and classroom talk, friendships and disputes in the school, playground, therapy and in multilingual contexts.

Catherine Thompson is now retired from active research with Queensland University of Technology, Australia, although still maintains a keen interest in research involving early childhood. In addition to research work, her career background includes devising and implementing intervention programs for children with physical impairments, learning difficulties and developmental delays

both within Australia and in the UK. Cathy is currently working on the further development of her book and resources for fine motor skills to help children to become more independent and confident in their classroom setting.

Karen Thorpe is Professor at the Centre for Children's Health Research, Queensland University of Technology, Australia. Her research examines the effect of early experience, both within the family and child-care settings, on development and learning across the life-course. She has conducted a range of studies using large-scale longitudinal designs that include observational methods.

Kerryann Walsh is Associate Professor in the Faculty of Education at Queensland University of Technology, Australia. She has researched and published in the areas of school-based child sexual abuse prevention programs, parent-child communication about sexual abuse prevention, professionals' reporting of child abuse and neglect, and teacher training for child protection.

Manjula Waniganayake is Professor of Early Childhood at Macquarie University, Australia. Over three decades, Manjula has been involved in the early childhood sector as teacher, parent, advocate, policy analyst, teacher educator, and researcher. She was awarded an Honorary Doctorate from the University of Tampere, Finland for her contribution to early childhood leadership. Manjula's research and teaching interests focus on childhood socialisation, family diversity, educational leadership and professional learning. She believes in diversity and social justice, and values learning from others within Australia and beyond.

Susan Whatman is Senior Lecturer in Health and Physical Education and Sports Pedagogy in the School of Education and Professional Studies at Griffith University, Australia. Susan's expertise resides in teaching and learning in health and physical education and sports coaching contexts, and also in Indigenous education. She has a particular interest in power and control relations in curriculum decision-making in education systems and finding ways to empower educationally disadvantaged learners and communities.

Christine Woodrow is a Senior Researcher in the Centre for Educational Research at Western Sydney University, Australia. Through her research work in high poverty early childhood contexts in Chile and Australia, Christine has developed a framework for sustainable leadership that supports the development of innovative pedagogies for teaching and family engagement through a funds of knowledge approach. This work has had a significant impact on educators' re-conceptualisation of their work as leadership. This shift has been evident in the transnational research Christine has undertaken about early childhood professional identities.

Shirley Wyver is Senior Lecturer in Child Development at the Institute of Early Childhood, Macquarie University, Australia. Her research interests are in early play and cognitive/social development. She is a Chief Investigator on the Sydney

Playground Project which examines use of loose parts play and risk-reframing on school playgrounds. Shirley also conducts research in the area of blindness/low vision and development.

Hoi Yin Bonnie Yim is Associate Professor and Course Director of the Bachelor of Early Childhood Education Honours (BECE-Hons) and BECE (International) course at Deakin University, Australia. Bonnie’s research interests include early childhood education and policy, child development, curriculum development and evaluation, cross-cultural studies, active learning engagement, and teacher education.

Preface

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The age range birth to 12 years is recognised as crucial with significant consequences for ongoing educational success and future participation in society. Professionals in this critical phase need specialist preparation along with the skills and knowledge to understand and manage issues related to health and wellbeing.

This book will assist educators, academics, pre-service student teachers and teachers in their quest to successfully develop and implement effective practices for children’s health and wellbeing. The book brings together the expertise of academics in the field of early years and the primary years of school. It is not exhaustive in its coverage – several books would be required to document and detail all of the relevant aspects of health and wellbeing, and each chapter could easily be expanded into a book in its own right.

The organisation of the book reflects the key priorities for health and wellbeing for children aged birth to 12 years of age. Each chapter concludes with questions that guide reflection of the concepts developed in the chapter. In addition to meeting editorial requirements, each chapter has been peer reviewed. The book is a collaborative effort, drawn from a range of scholars and practitioners who responded to the open call for contributions made by the editors in 2012 and then again in 2016 for a second edition. The book fills a gap in the resources available for health and wellbeing in Australia, bringing together sound scholarly debates and practical applications.

Professor Susanne Garvis and Professor Donna Pendergast