

Health & Wellbeing in Childhood

Fourth edition

The period from birth to 12 years is a formative part of a child's development, having a substantial impact on their ability to build resilience, participate in society and find future educational success. *Health and Wellbeing in Childhood* provides a fundamental introduction for educators in key priority areas of health and wellbeing education, including physical education, promoting health in childhood, and strengthening social and emotional learning in young children. It approaches each topic with childhood diversity and complexity in mind.

The fourth edition has been comprehensively updated and continues to explore relevant standards and policies, including the revised Early Years Learning Framework. It includes a new chapter on executive functions in early childhood, focusing on the development of higher-order skills required for children to engage in purposeful and goal-directed behaviours. Each chapter features case studies that exemplify practice; spotlight boxes that provide further information on key concepts; and pause and reflect activities, end-of-chapter questions and learning extensions that encourage readers to consolidate their knowledge and further their learning.

Written by an expert team of leading academics, researchers and practitioners, *Health and Wellbeing in Childhood* remains an indispensable resource for early childhood educators.

Susanne Garvis is Professor of Early Childhood Education at Griffith University, Australia.

Donna Pendergast is Professor of Education and the Arts, Education and Law Group Director of Engagement at Griffith University, Australia.

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Health & Wellbeing

in Childhood

Fourth edition

Edited by
**Susanne Garvis &
Donna Pendergast**





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*This book is dedicated to our families. We particularly dedicate
this to the young people in our families:*

Harriet, Halle, Emilie, James, Hamish and Angus

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PREFACE

The age range birth to 12 years is recognised as crucial, with significant consequences for people’s continuing educational success and future participation in society. Education professionals in this critical phase need specialist preparation, along with the skills and knowledge required to understand and manage issues related to health and wellbeing.

This book will assist educators, academics and pre-service student educators in their quest to 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 learning and the primary years of school. The authors examine a wide range of significant issues relevant to childhood health and wellbeing. 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 many of the key priorities for health and wellbeing of children aged birth to 12 years of age. Each chapter concludes with questions to guide readers’ reflections on 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 work with children and young people in health and wellbeing. The book fills a gap in the resources available for health and wellbeing in Australia, bringing together sound scholarly debates and practical applications.

THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

This book makes a contribution to addressing the United Nations Sustainable Development Goals (SDGs) with direct reference at relevant points. In particular, the following SDGs are featured:



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Professor Susanne Garvis and Professor Donna Pendergast

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Table 1.1: developed from Australian Institute of Health and Welfare (AIHW) (2018). *Children's Headline Indicators*. CWS64. AIHW, www.aihw.gov.au/reports/children-youth/childrens-headline-indicators/contents/overview, © Australian Institute of Health and Welfare, licensed under CC BY 3.0 AU, <https://creativecommons.org/licenses/by/3.0/au/>. **Table 7.1:** National Health and Medical Research Council (NHMRC) (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th ed.). NHMRC. Retrieved from <https://www.nhmrc.gov.au/sites/default/files/documents/attachments/ch55-staying-healthy.pdf>,

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ABBREVIATIONS

ABS	Australian Bureau of Statistics
AC: HPE	Australian Curriculum: Health and Physical Education
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACECQA	Australian Children’s Education and Care Quality Authority
ACHPER	Australian Council for Health, Physical Education and Recreation
ACOSS	Australian Council of Social Service
ADHD	attention deficit hyperactivity disorder
AEDC	Australian Early Development Census
AEDI	Australian Early Development Index
AGDE	Australian Government Department of Education
AHPF	Australian Health Performance Framework
AHPSA	Australian Health Promoting Schools Association
AHRC	Australian Human Rights Commission
AIHW	Australian Institute of Health and Welfare
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards for Teachers
ARACY	Australian Research Alliance for Children and Youth
ARC	Australian Research Council
ASD	autism spectrum disorders
ASWF	Australian Student Wellbeing Framework
CASEL	Collaborative for Academic, Social, and Emotional Learning
the Charter	<i>Ottawa Charter for Health Promotion</i>
CHI	Children’s Headline Indicators
CoS	Circle of Security™
CRC	<i>Convention on the Rights of the Child</i>
CRCT	cluster randomised controlled trial
CSEFEL	Center on the Social and Emotional Foundations for Early Learning
DEEWR	Department of Education, Employment and Workplace Relations
DET	Department of Education and Training
DfE	Department for Education
DMP	dominant movement pattern
EYFS	Early Years Foundation Stage

EYLF	Early Years Learning Framework
FMS	fundamental movement skills
HPA	hypothalamic-pituitary-adrenal
HPE	Health and Physical Education
HPS	health-promoting school
ICF	International Classification of Functioning, Disability and Health
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MDGs	Millennium Development Goals
NCCAN	National Center on Child Abuse and Neglect
NCMEC	National Center for Missing and Exploited Children
NHMRC	National Health and Medical Research Council
NQF	National Quality Framework
NQS	National Quality Standard
OECD	Organisation for Economic Co-operation and Development
PE	Physical Education
PSC	Personal and Social Capability
QPE	quality physical education
QSCC	Queensland School Curriculum Council
RASPP	Remote Aboriginal Swimming Pools Project
RLSS	Royal Life Saving Society
SDGs	Sustainable Development Goals
SEL	social and emotional learning
SEN	special education needs
SIDS	sudden infant death syndrome
SPP	Sydney Playground Project
SST	sustained shared thinking
TPSR	Teaching Personal and Social Responsibility
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
VCAA	Victorian Curriculum Assessment Authority
VDET	Victorian Department of Education and Training
WHO	World Health Organization
WITS	Walk away, Ignore, Talk it out, Seek help