

HEALTH & WELLBEING in Childhood

THIRD EDITION

The period from birth to 12 years is crucial in a child's development and can significantly affect their future educational success, resilience and participation in society. *Health and Wellbeing in Childhood* provides readers with a comprehensive introduction to a wide range of topics and issues in health and wellbeing education, including child safety, bullying and social-emotional wellbeing, resilience, physical education, communication development and friendships. It explores relevant policies, standards and frameworks, including the Early Years Learning Framework and the Australian Curriculum.

This third edition provides a cohesive and accessible reading experience and includes updated and expanded coverage of nutrition, body image and community partnerships. Each chapter has been revised to include the latest research and developments in childhood health and wellbeing, and features definitions of key terms, case studies, pause-and-reflect activities and end-of-chapter questions. New spotlight sections examine noteworthy research, examples and concepts central to health and wellbeing education. Supplementary materials for instructors, including video and audio links, are available on the companion website.

Written by an expert author team of leading academics, researchers and practitioners, *Health and Wellbeing in Childhood* is an essential resource for educators.

Susanne Garvis is Professor and Department Chair of Education at Swinburne University of Technology, Australia.

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We pay our respects to the First Nation Elders of Australia and New Zealand, past, present and emerging.

HEALTH & WELLBEING in Childhood

THIRD EDITION

Edited by
**SUSANNE GARVIS &
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CAMBRIDGE
UNIVERSITY PRESS



Shaftesbury Road, Cambridge CB2 8EA, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

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We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781108713870

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First published 2014
Second edition 2017
Third edition 2020

Cover designed by Anne-Marie Reeves

A catalogue record for this publication is available from the British Library

A catalogue record for this book is available from the National Library of Australia

ISBN 978-1-108-71387-0 Paperback

Additional resources for this publication at www.cambridge.edu.au/academic/healthandwellbeing

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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, Bader, Emilie, James, Hamish and Angus

CONTENTS

<i>List of contributors</i>	<i>xiii</i>
<i>Preface</i>	<i>xxi</i>
<i>Acknowledgements</i>	<i>xxii</i>
<i>List of abbreviations</i>	<i>xxiv</i>

PART 1 CONTEXT 1

1 The importance of health and wellbeing 3

Donna Pendergast and Susanne Garvis

Introduction	4
Health	6
Wellbeing	6
Global context: Health and wellbeing	8
Australian context: Health and wellbeing	13
Conclusion	17
Questions	17
References	17

2 Classifying health and wellbeing: Applying the International Classification of Functioning, Disability and Health to early years learners 20

Jane McCormack and Sharynne McLeod

Introduction	21
International Classification of Functioning, Disability and Health	22
Body Functions and Structures	22
Activities and Participation	25
Contextual (Environmental and Personal) Factors	27
Linking the ICF and the EYLF	29
Application of the ICF	30
Conclusion	32
Questions	33
References	33

PART 2 DIMENSIONS OF HEALTH AND WELLBEING 35

3 Social determinants of health and wellbeing 37

Margaret Sims

Introduction	38
Social inequality	40
Causes of social inequality	42

viii Contents

Addressing social inequality	44
Social inequality and stress	47
Social determinants and the role of early childhood educators	48
Conclusion	51
Questions	51
References	51
4 Physically educated: Developing children's health and wellbeing through learning in the physical dimension	55
<i>Timothy Lynch</i>	
Introduction	56
Approaching QPE	56
Human movement and motor skills in childhood	63
Conclusion	70
Questions	71
References	71
5 Body image and young children: Seeing 'self' or seeing 'other'	77
<i>Sharryn Clarke</i>	
Introduction	78
What do we mean by 'body image'?	80
Connecting body images to self-concept	82
Diversity and body image satisfaction in children	84
Research with children and injuries affecting body image	85
Implications for educational practice	88
Designing effective programs for positive self-concept in body imagery	89
Conclusion	89
Questions	95
References	95
6 Food for thought: The role of teachers and parents in children's food choices	97
<i>Donna Pendergast and Susanne Garvis</i>	
Introduction	98
Physical health and wellbeing	98
Healthy children are better learners	100
Education settings and children's nutrition literacy	103
How parents and caregivers can encourage healthy diets	107
Conclusion	111
Questions	112
References	112

7	Child safety	115
	<i>Susanne Garvis and Donna Pendergast</i>	
	Introduction	116
	Managing the environment	116
	Indoor safety	118
	Outdoor safety	125
	Conclusion	129
	Questions	130
	References	130
8	Communication development	132
	<i>Jane McCormack and Sharynne McLeod</i>	
	Introduction	133
	What is communication?	133
	Typical sequence of communication development	141
	Conclusion	151
	Questions	152
	References	152
9	Education for the prevention of sexual abuse in the early years	154
	<i>Kerryann Walsh, Donna Berthelsen and Jan Nicholson</i>	
	Introduction	155
	Defining child sexual abuse, its prevalence and effects	155
	A brief history of child sexual abuse prevention education	156
	Measuring prevention	158
	Conclusion	167
	Questions	167
	Acknowledgement	168
	References	168
10	Loose parts on the school playground: A playful approach to promoting health and wellbeing for children of all abilities	172
	<i>Shirley Wyver, Anita Bundy, Lina Engelen, Geraldine Naughton and Anita Nelson Niehues</i>	
	Introduction	173
	Children's risk-taking and wellbeing	175
	Physical activity and wellbeing	175
	The Sydney Playground Project	177
	Conclusion	181
	Questions	182
	Relevant websites	182
	References	182

x Contents

11	Bullying and social–emotional wellbeing in children	185
	<i>Aileen Luo, Kay Bussey and Cathrine Neilsen-Hewett</i>	
	Introduction	186
	What is bullying?	186
	Who bullies and who is bullied?	188
	Effects of bullying on children’s health and socio-emotional wellbeing	193
	Cycle of bullying: Importance of early intervention	196
	Conclusion	199
	Questions	199
	References	200
12	Strengthening social and emotional learning in young children with special needs	205
	<i>Wendi Beamish and Beth Siggers</i>	
	Introduction	206
	Recommended teaching model for SEL	206
	Building positive relationships	207
	Providing supportive and safe learning environments	209
	Teaching critical social–emotional skills	212
	Partnering with families	217
	Conclusion	218
	Questions	218
	Further reading	219
	References	219
13	Teachers’ understanding and support for resilience in early years classrooms	220
	<i>Andrea Nolan, Ann Taket and Siobhan Casey</i>	
	Introduction	221
	The nature of resilience	221
	Supporting resilience in the early years	222
	Conclusion	231
	Questions	232
	Acknowledgements	232
	References	232
14	Friendships	235
	<i>Maryanne Theobald, Susan Danby, Catherine Thompson and Karen Thorpe</i>	
	Introduction	236
	Importance of friendships in the early years	236
	Researching children’s friendships	238
	Characteristics of friendships	238
	Making friends in the early years	244

Disputes among friends and within peer groups	248
Making friends in multilingual settings	249
Educators' role in supporting children's friendships	250
Conclusion	253
Questions	253
Acknowledgements	253
References	253
PART 3 SOCIAL AND EMOTIONAL WELLBEING	257
15 Teaching for social and emotional learning in the early years' classroom	259
<i>Wendi Beamish and Fiona Bryer</i>	
Introduction	260
What are social and emotional competencies?	261
Why is SEL important in the early years of schooling?	262
How is SEL framed?	264
How can SEL be taught in classrooms?	267
Why is professional learning and development essential?	273
Conclusion	274
Questions	274
References	275
16 Strengths-based, community led approaches to physical activity and wellbeing with educationally disadvantaged children	278
<i>Susan L. Whatman</i>	
Introduction	279
Promoting health, physical activity and wellbeing in the early years of education: Overarching policies	279
Understanding how culture, identity, safety and pride promote health, physical activity and wellbeing	284
Promoting health, physical activity and wellbeing through strengths-based (salutogenic), community partnership approaches	287
Conclusion	292
Questions	293
Further reading	293
References	294
17 Talking Circles	298
<i>Jennifer Cartmel, Marilyn Casley and Kerry Smith</i>	
Introduction	299
The Talking Circle process	299
How the Talking Circles began	300

Structure of the Talking Circles	305
Benefits of Talking Circles	306
How to conduct Talking Circles	308
Conclusion	310
Questions	310
Further reading	311
References	311
18 Partnering with families for child health and wellbeing	313
<i>Sivanes Phillipson</i>	
Introduction	314
Families and their children's wellbeing	314
Partnership concept	316
Educators' role and Australian standards	317
Engaging and partnering with families	320
Conclusion	324
Questions	325
References	325
19 Using contemplative practices to enhance teaching, leadership and wellbeing	328
<i>Alison Black, Gillian Busch and Christine Woodrow</i>	
Introduction	329
'Being': A foundation for inquiry	330
Ways of knowing and experiencing our work	331
Lifelong practices and commitments	337
Practising mindfulness strategies	339
Reflective writing	340
Using metaphor and drawing	344
Conclusion	345
Questions	346
References	346
<i>Index</i>	<i>348</i>

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xiv **Contributors**

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xviii Contributors

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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. 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, pre-service student teachers and teachers 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 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 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.

Professor Susanne Garvis and Professor Donna Pendergast

ACKNOWLEDGEMENTS

The editors wish to thank the wonderful authors of this third edition. We thank the reviewers for their insightful comments and the publishers for their confidence and assistance in this project.

The authors and Cambridge University Press would like to thank the following for permission to reproduce material in this book.

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Spotlight 15.3: Extract from Collaborative for Academic, Social, and Emotional Learning (CASEL) (2017). *Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning*. Retrieved from <http://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf>, © CASEL 2019, www.casel.org.

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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
AHPASA	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
ASHA	American Speech-Language-Hearing Association
ASWF	Australian Student Wellbeing Framework
BDD	body dysmorphic disorders
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	Convention on the Rights of the Child
CRCT	cluster randomised controlled trial
CSEFEL	Center on the Social and Emotional Foundations for Early Learning
CSIRO	Commonwealth Scientific and Industrial Research Organisation
DEECD	Department of Education and Early Childhood Development
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

ICF	<i>International Classification of Functioning, Disability and Health</i>
ICPLA	International Clinical Linguistics and Phonetics Association
ICT	information and communication technologies
IJSLP	<i>International Journal of Speech-Language Pathology</i>
KS: CPC	Keeping Safe: Child Protection Curriculum
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MDGs	Millennium Development Goals
NAEP	National Aboriginal Education Plan
NAEYC	National Association for the Education of Young Children
NCCAN	National Center on Child Abuse and Neglect
NCMEC	National Center for Missing and Exploited Children
NHMRC	National Health and Medical Research Council
NQS	National Quality Standards
NSSF	National Safe Schools Framework
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
SAFE	S equenced. A ctive. F ocused. E xplicit.
SDGs	Sustainable Development Goals
SEL	social and emotional learning
SIDS	sudden infant death syndrome
SIECUS	Sexuality Information and Education Council of the United States
SPP	Sydney Playground Project
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
VEYDF	<i>Victorian Early Years and Development Framework: For all children from birth to eight years</i>
WHO	World Health Organization
WITS	W alk away, I gnore, T alk it out, S eek help