

**Liverpool Girls’ High School**

*Innovation Excellence Learning*

**Exploring Early Childhood**

STAGE 6 PRELIMINARY ~ COURSE OUTLINE

Exploring Early Childhood, Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through a provision of safe, nurturing and challenging environments.

*The study of this course will enable students to;*

* develop an awareness and understanding of growth, development and learning of young children and the importance of the early years;
* recognise the uniqueness of all children, including those who have special needs;
* become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments of play;
* identify the range of services developed and provided for young children and their families;
* consider the role or family and community in the growth, development and learning of young children;
* reflect upon the potential implications for themselves as adults, in relation to young children;
* understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families;
* become aware of the work opportunities available in the area of children’s services.

MC900024434[1]

MAIN AREAS COVERED

Core Studies are compulsory. There are three parts;

PART A - Pregnancy and Childbirth (15 hours)

PART B - Child Growth and Development (20 hours)

PART C - Promoting Positive Behaviour (10 Hours)

OPTIONAL MODULES

|  |  |
| --- | --- |
| * Learning experiences of young children * Play and the developing Child * Starting school * Gender and young children * Children and change * Children of Aboriginal and Torres Strait Islander communities * Historical and cultural contexts of childhood | * The children’s services industry * Young children and media * Young children and the law * Children’s literature * Food and nutrition * Child health and safety * Young children with special needs |

**SYLLABUS OUTCOMES**

*A student …*

**1.1** analyses prenatal issues that have an impact on development

**1.2** examines major physical, social-emotional, behavioural, cognitive and language development of young children

**1.3** examines the nature of different periods in childhood — infant, toddler, preschool and the early school years

**1.4** analyses the ways in which family, community and culture influence growth and development of young children

**1.5** examines the implications for growth and development when a child has special needs

**2.1** analyses issues relating to the appropriateness of a range of services for different families

**2.2** critically examines factors that influence the social world of young children

**2.3** explains the importance of diversity as a positiveissue for children and their families

**2.4** analyses the role of a range of environmental factors that have an impact on the lives of young children

**2.5** examines strategies that promote safe environments

**3.1** evaluates strategies that encourage positive behaviour in young children

**4.1** demonstrates appropriate communication skills with children and/or adults

**4.2** interacts appropriately with children and adults from a wide range of cultural backgrounds

**4.3** demonstrates appropriate strategies to resolve group conflict

**5.1** analyses and compares information from a variety of sources to develop an understanding of child growth and development

**6.1** demonstrates an understanding of decision making processes

**6.2** critically examines all issues including beliefs and values that may influence interactions with others

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

There are no external examinations of students in Content Endorsed courses. The assessment components, weightings and task requirements will include;

|  |  |
| --- | --- |
| **Internal assessment** | **Weighting** |
| Knowledge and Understanding | 50% |
| Skills | 50% |

EVIDENCE OF LEARNING (Assessment)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | | **Marks** |
| A | B |
| 1 | P – 1.1, 1.4, 2.1, 5.1, 6.1 | Pregnancy and Childbirth | Class Activities / Quiz | Term 1  Week 9 | 20% | 15% | 35% |
| 2 | P – 1.2, 1.3, 2.4, 5.1 | Child growth and development | Research – practical task | Term 2  Week 9 |  | 35% | 35% |
| 3 | P – 1.3, 1.4, 1.5, 2.4, 4.2 | Learning Experiences for young children | Class Activities | Term 3  Wks 9-10 | 10% |  | 10% |
| 4 | End of Course Examination | 20% |  | 20% |
| **TOTAL** | | | | | **50%** | **50%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |