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Learning Guide

Understanding Children’s Holistic Development

CHCECE017 Foster the Holistic Development and Wellbeing of the Child in Early Childhood

CHCECE010 Support the Holistic Development of Children in Early Childhood

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This unit learning guide relates to the following National Qualifications:
CHC30113 Certificate III in Early Childhood Education and Care
CHC50113 Diploma of Early Childhood Education and Care

Designed by
Childcare Resources Australia

Authors
Karen Atkinson
Brie Foote

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How To Use This Learning Guide

In this Learning Guide, you will find the information you need to develop the skills and knowledge to become a confident, professional Educator. To help you transfer your skills into practice, we have provided a range of links to videos and other website resources and recommend you take time to look at these. All CRA Learning Guides link to the National Quality Frameworks (NQF) for each unit. This includes the National Regulations, Standards and Approved Frameworks you will need to use as an Educator working in a regulated Children’s Service in Australia. We recommend you have these available on your computer or print them off so they are available at all times.

On the following page, are a list of icons you will see throughout the Learning Guides to direct you to important and additional information. They will help support your understanding of the topic.

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Learning Guide Icons

Reading Time!
When you see our reading icon, go to the document specified and read to expand your knowledge of the topic.

Recommended Videos
When you see our video icon, you can watch great resources online. If the link does not work, (as website links will change over time) we have provided the full name of the video and location so you can do a web or YouTube search.

Reflection
Our reflection icon gives you a chance to think about your own experience or about a question posed. This helps will help you to link new knowledge to your past experiences and encourage reflection of your current practice.

Helpful Websites
When you see our computer icon, you will be asked to go to the specified link for additional information.

Your Turn!
When you see our pencil icon, you can write in your Learning Guide or on another piece of paper. The exercises are for your learning only and are not part of the assessment.

Check Your Ideas!
When you see our memo icon, you can compare your ideas from completing activities, with ours. These provide some feedback to you to help assess your understanding of the topic.
Tips For Successful Study!

1. Active Reading
Don’t just read - you will fall asleep: it’s very relaxing, you know!
   a) Read the Learning Outcomes first
   b) Read “Welcome to the unit” second
   c) Read the assessment task.

These will tell you what you need to learn and why it’s important. As you read, your brain will notice what you need. You may even think “hey, that’s the answer to question 4!” or “this is the type of Educator I want to be!”

Set yourself goals
"Today by 11am, I will have read up to Chapter 2" or “I will have completed the first two questions in my assessment!” Set a clear, realistic goal for the time you have to study. Write down your goal. Tell everyone you are unavailable and turn off your phone and social media! Try and finish each session on a positive.

3. Reward yourself
Reward yourself for reaching a goal. This does not need to involve cake as we are going to reward ourselves a lot. It could be a walk to the park, a break for a cuppa, going shopping or just time off. Whatever says to you: “Well done! You have achieved”.

4. I’m not getting this!
If you are not understanding something or finding it frustrating, Good!
It means you are learning something new! Sometimes your views of life may be challenged! It means you are moving out of your comfort zone, growing and stretching in your knowledge and skills. Always feel scared, it can sometimes feel easier to run away however this is only a temporary solution! It’s ok. Think about a time when you didn’t know how to do something and then you achieved, i.e. riding a bike, driving a car etc. How great did you feel when you could do it? You can do this.

Here are some ideas to help:

   - Ease up on yourself. It’s ok not to know everything – you are learning! Particularly if you are changing careers and you were an expert in your past field. Remember, you will be learning and building on your past skills but the information may be new to you.
   - Watch a video related to the topic whilst having a cuppa - this can help your understanding. Relaxing helps you learn.
   - Leave that bit and move to another bit! This is particularly important if stuck on a question. You can always come back to that one.
   - Sleep on it. We process information at night whilst we sleep. You may find when you wake up the next day, it will all make sense!
   - Contact your trainer for help. You are not alone and they are there to help.

5. I should be spending time with others
If you have enrolled in a course it’s because you have a bigger goal and made a decision. How will achieving your goal benefit others in your life? Achieving your goals will contribute to the happiness of yourself and others. Most of all, studying in front of others, including children, models lifelong learning, resilience and provides a positive role model for their own learning.

Happy Learning!
Welcome to Understanding Children’s Holistic Development

This Learning Guide is all about child development and is very important as it provides the basis of everything we do in Early Childhood Education. It covers the following units:

CHCECE017 Foster the Holistic Development and Wellbeing of the Child in Early Childhood
CHCECE010 Support the Holistic Development of Children in Early Childhood

It provides the foundation and knowledge you will later use to create exciting, meaningful experiences to support young children’s learning. During this unit, you will discover multiple theories on how we grow and develop. You will also learn, in depth, about the knowledge and skills that children develop between the ages of 0-6 years and the ways in which you are able to support and extend their development as an Early Childhood Educator.

Reading Time!

For this unit you will need to download and use the following documents:
- Early Years Learning Framework
- Early Years Learning Framework Educators guide
- My Time Our Place
- My Time Our Place Educators Guide
- National Quality Standards
- Professional Learning Platform Early Childhood Australia

All documents available from Australian Children’s Care and Quality Authority at

www.acecqa.gov.au

Happy Learning!
CHCECE017 Foster the Holistic Development and Wellbeing of the Child in Early Childhood

• National Quality Standards
  • Quality Area 1 Educational program and practice
  • Quality area 3 Physical Environment
  • Quality area 5 Relationships with children
  • Quality Area 6 Collaborative partnerships
  • Regulations Part 4.1 Educational program and practice

• Links to Frameworks
  • Implementation of approved framework being becoming and belonging Early Years Learning Framework
  • Emergent curriculum

• Links to Policies
  • All policies in children services to do with the work role
    • Human resources policies
    • Employment and induction
    • Code of conduct
    • Duty statements

• UN Rights of the Child
  • Article 3
    • All organisations concerned with children
    • should work towards what is best for each child.
On completion of the unit CHCECE017 Foster the Holistic Development and Wellbeing of the Child in Early Childhood you will be able to do the following

**1. Foster physical development**
1.1 Assess and monitor children's physical skills and development
1.2 Plan and provide appropriate experiences and opportunities to foster each child’s fine and gross motor, and fundamental movement skills through play
1.3 Plan and provide experiences which challenge the physical skills and abilities of children and promote physical fitness

**2. Foster social development**
2.1 Assess and monitor children's social skills and development
2.2 Plan and provide opportunities for different forms of social interaction between children during play with respect to each child's interests, goals and development stage
2.3 Create opportunities for children to participate in meaningful ways in group discussions and shared decision-making
2.4 Structure experiences in a way that promotes cooperation and conflict resolution
2.5 Promote a sense of community within the service
2.6 Arrange the environment to encourage interactions between children as well as accommodating a child's need for privacy, solitude or quiet
2.7 Provide opportunities for children to investigate ethical issues relevant to their lives and their communities

**3. Foster emotional development**
3.1 Assess and monitor children's emotional development
3.2 Create opportunities for children to experience individual strengths and successes during play
3.3 Plan and provide opportunities through play that challenge children’s emerging skills and capabilities
3.4 Provide opportunities for children to engage independently with tasks
3.5 Create opportunities for children to explore self-image and identity through play
3.6 Provide opportunities for children to release feelings and express emotions through

**4. Foster cognitive development**
4.1 Assess and monitor children’s cognitive skills and development
4.2 Engineer and provide opportunities for children to participate in science, mathematics and technology experiences
4.3 Plan and provide opportunities through play for children to experience the consequences of their choices, actions and ideas
4.4 Create learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning.

4.5 Build opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.

4.6 Provide opportunities through play for children to explore concept development.

4.7 Make opportunities for children to both construct and take apart, as a strategy for learning.

4.8 Provide children with a wide range of everyday materials that they can use to create, cut, stick, sort, categorise, order and compare.

5. Support communication development

5.1 Assess and monitor children’s language skills and development.

5.2 Plan and provide developmentally appropriate experiences and opportunities to foster language and literacy development through play.

5.3 Create opportunities for children to listen and respond to language.

5.4 Value the child’s linguistic heritage and encourage the use and acquisition of home languages.

5.5 Provide opportunities for children to engage with familiar and unfamiliar culturally constructed text.

5.6 Create a literacy-enriched environment including displaying home languages and Standard Australian English.

5.7 Provide resources that encourage children to experiment with images and print.

6. Foster an environment for holistic learning and development

6.1 Support and initiate inquiry processes, try new ideas and take on challenges.

6.2 Provide resources and materials that offer challenge, intrigue and surprise.

6.3 Assist to promote children’s sense of belonging and connectedness.

6.4 Engage children in sustained shared conversations to extend their thinking.

6.5 Provide the opportunity for scaffolding learning and development.

6.6 Assist children to see their mistakes as opportunities to learn and grow.

6.7 Facilitate families’ diverse contributions to the learning community.

6.8 Share information with colleagues about child development and wellbeing.

6.9 Create learning environments where children are able to immerse themselves in self-directed play.

6.10 Recognise spontaneous teachable moments as they occur and use them to extend children's learning.

6.11 Ensure a balance between child-initiated and Educator-supported learning.

6.12 Provide learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning.

6.13 Facilitate team collaboration of assessments and evaluation in relation to child development and wellbeing.
On completion of the unit CHCECE010 Support the Holistic Development of Children in Early Childhood you will be able to do the following

1. Support physical development
   1.1 Use daily routines as opportunities to support children to acquire and practise skills
   1.2 Assist in selecting and arranging equipment that will develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play
   1.3 Help to create opportunities to support the emerging physical skills of individual children
   1.4 Support children to take increasing responsibility for their own health and wellbeing

2. Support social development
   2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding
   2.2 Create opportunities for one-on-one interactions
   2.3 Model care, empathy and respect for children, Educators and families
   2.4 Join in play and social experiences with other children
   2.5 Assist and support children when they are having difficulty understanding or communicating with each other
   2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals
   2.7 Assist children to develop trusting relationships with Educators and other adults
   2.8 Encourage children to respect and regard each other's individual differences
   2.9 Offer children play choices and respect children's choice to watch and observe

3. Support emotional development
   3.1 Provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding
   3.2 Ensure children experience pride and confidence in their achievements
   3.3 Provide acknowledgement and support if a child experiences frustration, and encourage children to see mistakes as an opportunity to learn
   3.4 Encourage children to express and manage feelings appropriately
   3.5 Support children’s efforts, assisting and encouraging as appropriate
   3.6 Motivate and encourage children to persevere with challenges
   3.7 Share children's successes with families

4. Support cognitive development
   4.1 Intentionally scaffold children’s learning
   4.2 Provide children with a range of materials, resources, technologies and experiences to explore and problem-solve to stimulate cognitive development
   4.3 Provide experiences that allow children to explore a range of concepts
5. Support communication development

5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages

5.2 Select, read and tell developmentally appropriate stories

5.3 Use puppets and other props to stimulate children's enjoyment of language and literature

5.4 Model and encourage two-way communication through questions and careful listening

5.5 Encourage children to explore symbols, patterns and their relationships

5.6 Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds

5.7 Create opportunities for group discussions and exchange of views between children

5.8 Ask and answer questions during the reading and discussion of books or other text

5.9 Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes

6. Create an environment for holistic learning and development

6.1 Support and initiate inquiry processes, try new ideas and take on challenges

6.2 Provide resources and materials that offer challenge, intrigue and surprise

6.3 Assist to promote children's sense of belonging and connectedness

6.4 Engage children in sustained shared conversations to extend their thinking

6.5 Provide the opportunity for scaffolding learning and development

6.6 Assist children to see their mistakes as opportunities to learn and grow

6.7 Facilitate families' diverse contributions to the learning community

6.8 Share information with colleagues about child development and wellbeing
In this chapter, you will learn about the general development of children 0-6 years. You will also learn about the many theories used to explain how we grow and develop.

**What is Development?**

‘Development’ has been explained as being the progression from a simple or lower level to a more advanced, mature, or complex form or stage.

**What is Child Development?**

‘Child development’ is a field of study within Developmental Psychology which aims to understand all aspects of human growth starting from conception through to adolescence. Child development theories attempt to answer questions such as how children see the world, what determines the way we behave, our ability to think, our personality, etc.

**What is a ‘Holistic Approach’ to Development?**

When observing and planning to support children’s learning, implementing a ‘holistic approach’ means we do not look at children’s learning in isolation or from only a developmental point of view. It includes considering mind, body, spirit and developing an understanding about how each go together to influence development. This means, we consider every area of development; the child’s environment, their home experiences, their families and community beliefs and values and hereditary factors. When first learning about development it is often easier to learn each area independently, followed by understanding how they relate to each other. Learning each area will also assist you in clearly identifying the area (or areas) of development responsible for the progress and development of a specific skill or concept.
Cognitive Development
- Memory
- Problem solving
- Concept formation
- Language development
- Understanding/knowledge
- Learning processes
- Concept development
- Classifying information
- Cause and effect
- Creativity
- Reversibility of thinking
- Object permanence
- Transference and adaptations of skills and knowledge
- Perceptual skills
- Motor planning
- Literacy

Physical Development
- Gross Motor
  - Large muscle movements
  - Cephalocaudal Development
  - Head control, Running, Walking
  - Crawling, Rolling
  - Climbing,
  - Uni-lateral and bilateral movements
  - Balance-active and static
  - Motor planning
  - Spatial awareness
- Fine Motor
  - Small muscle movements
  - Proximodistal Development
  - Grasping objects, pincer grip, palmer grasp, ulnar grasp
  - Visual skills
  - Pointing, tracking, discrimination
  - Transferring objects between hands
  - Eye-hand coordination
  - Incidental tool use

Emotional Development
- Sense of self
- Expressing emotions and feeling to others
- Controlling emotions and expressing appropriately
- Attachment
- Separation from others
- Confident self identities
- Coping with change
- Sense of agency
- Resilience
- Dispositions

Communication / Expressive Development
- Expressive Language
  - Verbal Crying, Cooing, Talking, Babbling
  - Non-verbal gestures:
    - pointing, shaking head
  - Signing
  - Using literacy-symbol systems, drawings, to communicate ideas

Social Development
- Social connectedness and responsibility
- Sense of belonging
- Friendships
- Contributing to community
- Awareness of rights of others
- Aware of responsibility for active participation
- e.g. altruism, respect for diversity, trust, empathy, morality and fairness, respect for environment, social, sharing, turn taking, fair decision making
- Stages of play
  - Initiates & Maintains social interactions
  - Conflict resolution skills
- Self-help Skills
  - Feeding
  - Toileting
  - Dressing
- Autonomy
- Inter-dependence
Meet Cedrick
To assist with this process, we have developed ‘Cedrick’. Cedrick is our ‘person’ which we use to provide a mind map of the areas of development. Cedrick outlines each area of development and the main skills and knowledge identified in each of these.

On the previous page, you saw a diagram of Cedrick followed by a discussion of each of the areas of development. At the back of this book, you will find blank ‘Cedrick’ sheets which you may like to use to summarise the main skills and concepts whilst you read each area of development. Please note that ‘ages and stages of development’ are only a guide and children develop individually.

What are ‘Areas of Development’?
Below provides a definition of each area of development in addition to some of the skills or abilities which may be found. These will be discussed in depth in later chapters.

Physical Development

1. Gross Motor Skill Development
‘Gross motor’ refers to large muscle development. This includes large muscle movements such as the ability to gain head control, crawl, walk and run, catch a ball etc. It also includes balance and motor planning (i.e. putting a series of movements together to achieve a goal such as climbing a ladder). ‘Cephalocaudal’ development or principle is a very important aspect of gross motor development. It refers to the direction of growth and development of muscles from ‘Cepha’, the head, through to the feet in a ‘straight line’. In other words, as babies we develop head control (the ability to lift our heads) before we are able to crawl.
Chapter 2
What Is A Theory?

What Is A Theory?

A theory is an ‘idea’ on how or why something may occur.

Have you ever found yourself asking: I wonder why that thing does that? or How does that thing work like that? That is how a theory starts out: an idea!

This idea is then tested through research (i.e. experiments, studies, surveys etc) to be proven or disproven.

This occurs so we can determine if our idea (theory) is valid and reliable.

Reading Time!

For a detailed knowledge of each theorist and their related theory and how they are used in Early Childhood Education today, please read our 'Theorists Made Easy' booklet to extend your understanding.
Theories about child development relate to how children grow, learn and become adults. There are many different theories on child development and are very important as they are the basis of everything we do and say as Educators. These theories are then used to create what is considered the best environments for children to learn and develop. This is called ‘pedagogy’ (the study of teaching).

Here is an example:
You may have heard the phrase “Spare the rod and spoil the child”. Whilst this phrase or proverb originally came from the bible Proverbs 13:24 (King James Version), the basic belief that was held by society in the 1800’s was that children required physical punishment in order to successfully grow into well-adjusted adults. This was based by theories which believed that physical punishment was required to influence children’s behaviour.

Today, for example, we use different behaviour management theories to guide children’s behaviour – all of which without the use of physical punishment. For example, we believe that children have the ability to cognitively understand and self-regulate their own behaviour so as Educators we talk to children about why a certain behaviour is unacceptable and alternative behaviours they could use that respect the rights of others. We also don’t hit children as we believe that children imitate Theory or theories you believe in. It will influence EVERYTHING you do! Influences the way you interact, care and teach young children (Pedagogy)
actions (Bandura – Social Learning Theory) and it is important to give them a positive role model to follow.

A theory describes behaviour, explains why behaviour occurs and predicts what may happen under certain circumstances. A theory should be rigorously tested through scientific research.

Are theories always right after they have been proven?
No. There are many theories which were once thought to be correct and later, with the use of more advanced technology and additional knowledge, were found to be incorrect. “The Earth is flat!” is a perfect example of a theory which has been disproven!

Is there more than one theory?
Humans are complex beings. There has yet to be one theory which explains completely how we grow and develop physically, socially, emotionally, cognitively, linguistically and spiritually. Instead there are a range of theories which cover all areas of development. New theories are being developed every day. In recent times, new technology has expanded our knowledge of the brain and its functions. This new information on brain development has great implications for the experiences provided to children.

How Do We Use Theories In Education?
As professionals, it is our job to learn about the different theories, about how children grow and learn and use this to inform our practice. This is part of our commitment to ongoing learning and reflective practice as outlined in the approved frameworks (EYLF & MTOP). It will influence how we care for children, the way we interact, the physical and emotional environment we provide and the types of experiences we plan. Every children’s service has a philosophy which is based on theories. As an Educator new to Children’s Services, your initial role is to learn the different theories and how they influence individual children’s development. Later in your training, you
will be asked to identify the theories you feel you would like to follow as an Educator. Right now, it's

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Learning is considered a life-long journey. As Early Childhood Educators, we can support children’s development using a range of techniques which is referred to as ‘intentional teaching’. We may wish to support children’s learning by extending a child’s knowledge, skill or interest including assisting them to transfer knowledge to new tasks or you may wish to consolidate their learning which means assisting the child to become more confident using a skill or knowledge.

**How Does the Framework Support Children’s Learning?**

The Early Years Framework and My time Our Place outlines the importance of the physical environment, interactions and relationships in supporting development.

**What Is ‘Intentional Teaching’?**

Intentional teaching is “deliberate, purposeful and thoughtful actions we take as Educators to support children’s learning”. Intentional teaching includes:

- Planned experiences
- Spontaneous learning opportunities
- Strategies such as physical and verbal support
- Scaffolding
- Reciprocal scaffolding
- Open-ended questions

Here is an example:

Baby Jessica is learning to walk alone and needs time and opportunity to develop this skill. It is great that she is now starting to walk alone, however she will need to master active balance, co-ordination and quality of movement.

Below we have given you an example of intentional teaching strategies you could use to support Jessica’s learning.

1. Planned Meaningful Experiences

‘Planned experiences’ refer to planned events or happenings that can be used to support development. They usually require setting up equipment of some kind.

For Jessica this could include:

- Providing a trolley for her to push
- Providing a box for her to push
- Hanging a balloon in a doorway for her to hit (she will let go while hitting and maintain balance)

All these planned experiences give her support whilst standing and walking, which will help with balance.

2. Spontaneous Learning Opportunities

These refer to interactions initiated by children that an Educator can then use to extend or consolidate children’s understandings or skills.

For Jessica, this could mean she may stand up, look at you and reach for you. You may then use the strategy of opening your arms out, verbally encourage her by saying “Are you going to walk to me?”, and acknowledge her efforts - “That was great walking!”

Or

Learning opportunities which occur during every day happenings or routines which can be used to support learning. Therefore, they may not require equipment and...
may not need pre-planning. You just need your responsiveness to children’s needs and interests.

For Jessica this could include:

- Walking on different surfaces
- Give opportunities to walk between different adults (Educators)
- Walking at Grandmas (cognitively she learns she can walk anywhere!)

3. Teaching Strategies

A ‘strategy’ is a technique that we can use to support development. It could be used during routines, planned or spontaneous learning opportunities. It includes the following:

- Identifying and using the child’s Zone of Proximal Development

The Zone of Proximal Development is defined as: “Tasks too difficult for children master alone, but can be mastered with the assistance or guidance of adults or a skilled peer” (Catlin, 1997).

Vygotsky believed that children could be supported. To do this, firstly the adult or the more knowledgeable other person had to first determine the child’s current Zone of Proximal Development.

This is determined as illustrated below:
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Chapter 4

Supporting Children’s Physical Development

How this chapter is related to EYLF:
Outcome 3: Children have a strong sense of wellbeing

- Children take increasing responsibility for their own health and physical wellbeing

Theorists Related To Physical Development
Bandura - Social Learning theory
Critical theories
Post structural theories
Gardner Multiple intelligences theory

Wellbeing incorporates both physical and psychological aspects, including good physical health, feelings of happiness, satisfaction and successful social functioning.” (EYLF p30)

Outcome 3: This outcome is about supporting children’s wellbeing. In relation to physical development, it includes education about lifestyles including children taking responsibility for their physical health. This includes nutrition, hygiene, physical fitness, and relaxation. It includes children developing physical skills to function physically and connect with others socially.

What is Physical Development?

When discussing physical development, we are referring to the many motor and coordination skills that allow us to move and have physical control over our bodies and what we do. It also includes our physical health and wellbeing.

In this chapter you will learn strategies to support children’s sense of agency (power) in taking responsibility for their own health. You will also learn the technical knowledge you will
need to observe and interpret children’s physical development. Without this, you will not know what you are looking at or how to consolidate or extend specific skills.

**General Health and Wellbeing**

Our health impacts all areas of development. Health and physical growth is determined by both hereditary and environmental factors. Whilst our genes do determine genetic conditions including our height, shape and illnesses, research has proven that the environment plays a major part in the development of our physical and psychological health.

One major health risk facing our society is **obesity**. Whilst obesity can be caused by genetic disorders, research shows the majority of obesity in our society is caused by environmental factors including the foods we eat and our level of daily exercise.

Malnutrition is often described as almost being the opposite of obese. However, a person who is overweight or obese might also be suffering from malnutrition. Malnutrition does not only refer to lack of food, but includes the amount of nutrients within the food absorbed by the body. A child with unhealthy nutrition can also suffer malnutrition, resulting in a range of health issues including impaired height, decreased muscle tone and impaired cognitive function.

**What Is Considered A Healthy Weight Range For Children?**

In recent times, our healthy weight range has been determined by calculating our Body Mass Index (BMI). For charts of weight ranges for children 0-20 years visit [www.education.vic.gov.au](http://www.education.vic.gov.au)

Please note that this method of determining healthy weight ranges are currently under review due to the inability to determine the differences between lean and fatty mass (i.e. muscle weighs more than fat). At this time, however we still implement this method.

**Healthy Food Choices**

The food choices children make are crucial to their future health risk and can influence food habits in later life. Establishing healthy eating habits in Early Childhood can lead to positive eating choices later in life, including middle childhood where children have access to a wider range of food choices influenced by peer pressure and advertising. Choice of food should be high in energy and nutrients.
Encourage Children to Take Responsibility for Health and Wellbeing

As Educators, we can encourage children to take responsibility for the health and wellbeing by:

- Modelling healthy behaviours and attitudes
- Providing opportunities for physical activity
- Participating in physical activity with children
- Eating healthy food in front of children
- Having children develop healthy menus
- Involving children in healthy cooking
- Engaging in discussions about healthy lifestyles

The Australian Dietary Guidelines


What Are Motor Skills?

‘Motor skills’ are defined as actions that require the use of voluntary muscles. Physical development is often divided into two categories these are called **Gross Motor** skills and **Fine Motor**.

**Proximodistal development** is an important aspect of fine motor development. It describes the direction of development which starts from the middle of the body, the spinal cord and chest muscles and then extends to the arms, hands and fingers. It can be seen as babies and young children develop. They first gain control of their arms swiping at objects, then their hands when they can grasp an object and later use their fingers to pick up objects. The dexterity in their muscles develops later with the ability to write with pressure and control.

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Resource Guide

Resources related to the topic:

Audio Visual/E Videos

Early Childhood Australia E Videos:

Talking About Practice
Intentional Teaching
Environments For Learning
Environments For Belonging, Being And Becoming
Cultural Competence
Partnership With Families
Reflecting On Practice
Connecting With Practice
Respecting and Responding To Children

ACECQA Guide to... Online:
www.acecqa.gov.au

Education and Care Services: National Law, Regulations and Standards:
www.acecqa.gov.au

Reflection As A Tool For Quality: Working In The National Quality Standard:
Jennifer Cartmel, Kym Macfarlane and Marilyn Casley (2012)
www.earlychildhoodaustralia.org.au

Thinking About Practice: Using The Early Years Learning Framework
www.earlychildhoodaustralia.org.au

YouTube
www.youtube.com
Great for more information on theorists and child development. Often show demonstration of theory in practice or research!

www.abcshop.com.au
A fascinating psychological insight into the child development. Wall to Wall Television: Granada International Media.
Series covering each age group (life at 1, 2, 3, 4, 5 etc.)

www.abcshop.com.au
Film Australia Ltd Series
Covering each age group (Life at 1, 2, 3, 4, 5 etc.)

**BBC (2001). The Human Body.**
www.abcshop.com.au
Roadshow entertainment.
Covers conception to death.
Excellent DVD; highly recommended.
Shows child development including birth and film taken in the placenta.

**Australian Government (2007). Raising Children.**
A guide to Parenting from birth to 5 years. Stronger families and communities strategies: Smart Population foundation.

**Websites**
- **Australian Children’s Education and Care Quality Authority (ACECQA)**
  www.acecqa.gov.au
- **Children Services Central**
  www.cscentral.org.au
- **Early Childhood Australia Association**
  www.earlychildhoodaustralia.org.au
- **Children’s Experiences**
  www.abcshop.com.au
  - **Children’s Songs**
    ABC Playground Radio- www.abc.net.au/children/playground
  - **Child Development**
    www.raisingchildren.net.au
    Range of information of children covering care and education.
    www.earlychildhoodaustralia.org.au
    Range of information on Early Childhood
    www.staysmartonine.gov.au
    Great for cyber safety information
    www.cybersmartkids.com.au
    Great for cyber safety information
    www.goodforkids.nsw.gov.au
    Great for nutrition and health
    www.wikipedia.org
    Great for definitions and quick information
    www.australia.gov.au
    Children’s health
Australian Early Development Census (AEDC)

Reading


Thinking about practice. Using the Early years Learning Framework www.earlychildhoodaustralia.org.au


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Reference List


Novella J. Ruffin, Ph.D., Assistant Professor and Extension Child Development Specialist, Virginia State University, Virginia Dept. of Education Licensed School Psychologist and NCSP Publication Number 350-053, Posted June 2001 www.ext.vt.edu


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Theorists picture with permission and wikicommons
We hope you enjoyed this Learning Guide and are now ready to implement your new ideas and understandings into practice.

**Want to know more?**
Please see our recommended reading list for additional readings on this topic.

**Happy Learning!**

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