Child Studies

Content Endorsed Course

Years 7–10

Syllabus

Contents

Introduction

The K–10 Curriculum

Board of Studies syllabuses have been developed with respect to some overarching views about education. These include the Board of Studies *K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians (December 2008).*

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the *Child Studies CEC Years 7–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in Years 7–10. It offers structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)*, which sets the direction for Australian schooling for the next 10 years. There are two broad goals:
Goal 1: Australian schooling promotes equity and excellence.
Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Child Studies CEC Years 7–10 Syllabus* will contribute to the curriculum and to students' achievement of the broad learning outcomes is outlined in the syllabus rationale.

The Diversity of Learners

The *Child Studies CEC Years 7–10 Syllabus* is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, students learning English as an additional language and students learning Standard English as an additional dialect follows.

Students with Special Education Needs

The rationale, aim, objectives, outcomes and content of the *Child Studies CEC Years 7–10 Syllabus* have been designed to accommodate teaching approaches that support the learning needs of all students.

Collaborative curriculum planning will determine the most appropriate curriculum options for students with special education needs in keeping with their learning needs, strengths, goals and interests.

Most students with special education needs will participate fully in learning experiences based on the regular syllabus outcomes and content. Students may require additional support or adjustments to teaching, learning and assessment activities.

Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content. These adjustments may involve:
- classroom organisation
- appropriate materials and resources to support teaching and learning activities

- the amount of content to be covered in a particular lesson or unit of work or the time allocated to complete work
- consideration of students' individual communication strategies, including verbal and non-verbal communication systems
- additional demonstration of key concepts and skills by the teacher, teacher's aide or a peer
- a range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback
- group work, peer or volunteer tutoring, and other individual assistance.

Years 7–10

Students with special education needs can access the Years 7–10 syllabus outcomes and content in a range of ways including:
- under regular course arrangements
- with adjustments to teaching, learning and/or assessment experiences
- through Years 7–10 Life Skills outcomes and content.

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that adjustments to teaching, learning and assessment are not sufficient to access some or all of the Stage 4 and Stage 5 outcomes. For these students, the Years 7–10 Life Skills outcomes and content can provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. A range of adjustments should be explored before a decision is made to access the Years 7–10 Life Skills outcomes and content.

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *Child Studies CEC Years 7–10 Syllabus.* Further information about accessing and implementing Life Skills outcomes and content can be found in *Life Skills Years 7–10: Advice on Planning, Programming and Assessment.*

School principals have the authority to approve student access to courses based on Years 7–10 Life Skills outcomes and content, and to determine the appropriateness of making adjustments to curriculum and assessment for individual students. *Life Skills Years 7–10: Advice on Planning, Programming and Assessment* provides further advice about determining students for whom Life Skills outcomes and content are appropriate.

The Years 7–10 Life Skills outcomes and content are in the Life Skills section of the syllabus. Assessment and reporting information for students with special education needs is in the Assessment section of the syllabus.

Gifted and talented students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities will assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:
- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:
- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from the Board of Studies and education sectors.

Gifted and talented students may also benefit from individual planning to determine curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students learning English as an additional language or dialect (EAL/D)*

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D learners are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:
- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including creoles and related varieties.

EAL/D learners enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use English.

EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the *Child Studies CEC Years 7–10 Syllabus* through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

*EAL/D is the term adopted by all Australian schools as part of the national education reform agenda of developing a K–12 Australian curriculum. The term English as an additional language or dialect (EAL/D) may be used interchangeably with the following terms: English as a second language (ESL), English language learners (ELL), English as an additional language (EAL) or English as an additional dialect (EAD).

Rationale

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

This syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

A better start to life creates a better future for the child. Child Studies enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens.

The Place of the Child Studies CEC Years 7–10 Syllabus in the K–12 Curriculum
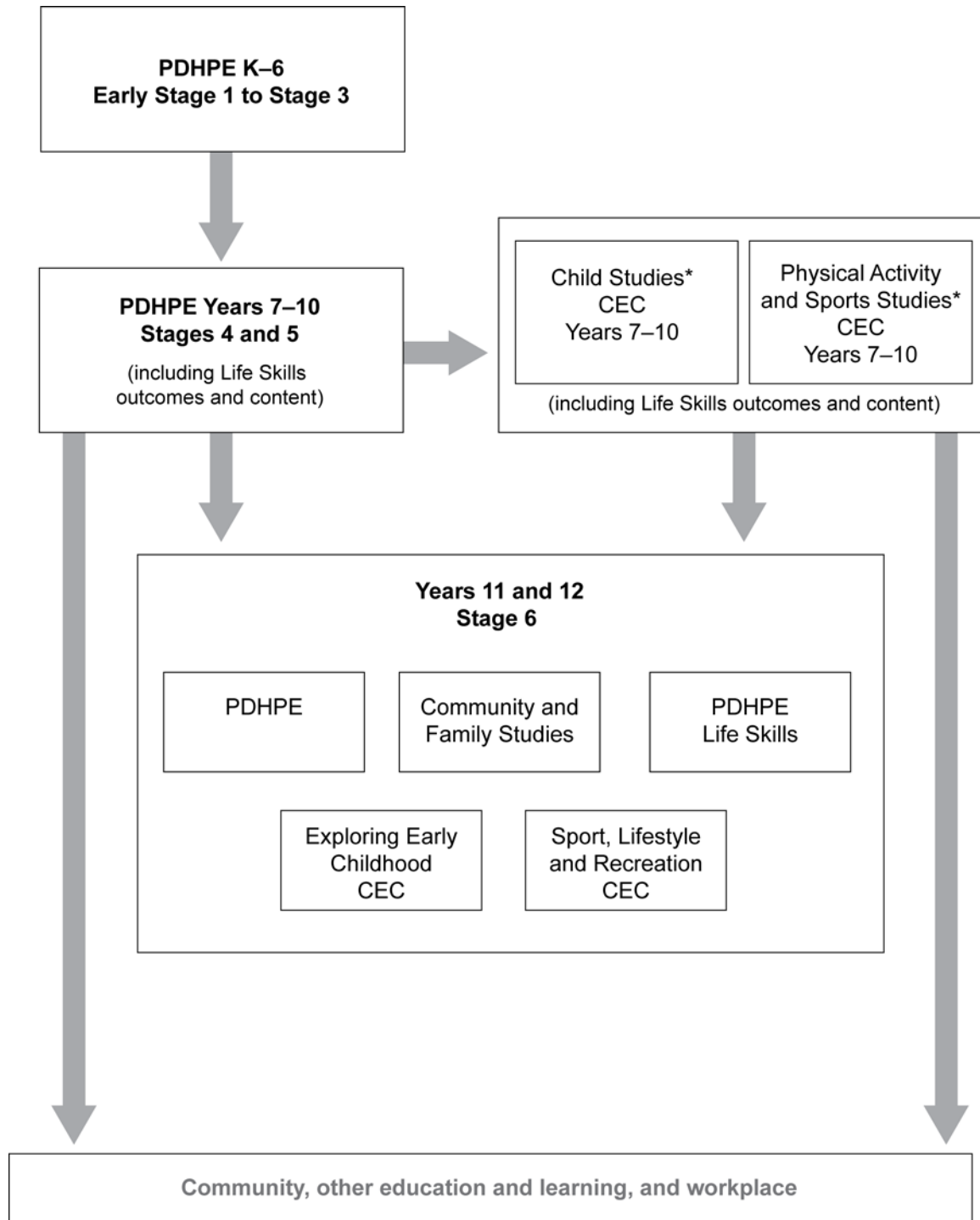
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│     PDHPE Years 7–10        │      │  Child Studies*      │  Physical Activity      │
│      Stages 4 and 5         │─────▶│      CEC             │  and Sports Studies*    │
│                             │      │    Years 7–10        │      CEC                │
│  (including Life Skills     │      │                      │    Years 7–10           │
│   outcomes and content)     │      │                                                │
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│   Community, other education and learning, and workplace               │
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*While schools may choose to offer a course based on this syllabus in either Stage 4 or Stage 5, the outcomes and content have been designed at a Stage 5 standard.

Aim

The aim of the *Child Studies CEC Years 7–10 Syllabus* is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

Objectives

Knowledge, understanding and skills

Students will develop:
- knowledge and understanding of child development from preconception through to and including the early years
- knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children
- knowledge and understanding of external factors that support the growth, development and wellbeing of children
- skills in researching, communicating and evaluating issues related to child development.

Values and attitudes

Students will value and appreciate:
- the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing
- the positive impact that significant others play in the growth and development of children.

Outcomes

Table of objectives and outcomes

Knowledge, understanding and skills

Objectives Students will develop:	**Outcomes** A student:
1 knowledge and understanding of child development from preconception through to and including the early years	1.1 identifies the characteristics of a child at each stage of growth and development 1.2 describes the factors that affect the health and wellbeing of the child 1.3 analyses the evolution of childhood experiences and parenting roles over time
2 knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children	2.1 plans and implements engaging activities when educating and caring for young children within a safe environment 2.2 evaluates strategies that promote the growth and development of children 2.3 describes a range of appropriate parenting practices for optimal growth and development
3 knowledge and understanding of external factors that support the growth, development and wellbeing of children	3.1 discusses the importance of positive relationships on the growth and development of children 3.2 evaluates the role of community resources that promote and support the wellbeing of children and families 3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
4 skills in researching, communicating and evaluating issues related to child development	4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts 4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development 4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Values and Attitudes

Objectives Students will value and appreciate:	Outcomes A student:
V1 the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing	V1.1 appreciates the roles of caregivers in the growth and development of children
V2 the positive effects significant others can have in the growth and development of children	V2.1 appreciates the diverse beliefs, values, attitudes and family structures in our community

While schools may choose to offer a course based on this syllabus in either Stage 4 or Stage 5, the outcomes and content have been designed at a Stage 5 standard.

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to the Introduction for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in the Life Skills section of the syllabus.

Content

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

Organisation of content

Modules
The content is organised into the following modules:
- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities.

Schools develop programs by selecting modules and/or integrating content from modules. In addition, schools may develop their own module(s) to address area(s) of interest not covered in the modules provided in the syllabus.

Mandatory requirements
Schools are to develop programs that provide students with opportunities to demonstrate the syllabus outcomes. Schools may build their course by selecting modules and integrating other modules or sections of module content to form units of work. Modules should be between 15 and 30 hours duration. It is not necessary to cover all content in selected modules. Schools may choose to include additional content in modules to meet the needs and interests of their students.

School-developed modules
Schools may include additional content in the form of school-developed modules. A school-developed module can be developed to include content not represented in the Board-developed Child Studies modules. The content included in school-developed modules does not require Board endorsement, but it must contribute to student achievement of the Child Studies outcomes and it should not duplicate essential content from other Board syllabuses.

Requirements for 100-hour courses
Within a 100-hour course schools may include one school-developed module to address an area not covered in Board-developed Child Studies modules. The school-developed module should be of a minimum 15 hours and maximum 30 hours duration.

Requirements for 200-hour courses
Within a 200-hour course schools may include two school-developed modules to address an area not covered in Board-developed Child Studies modules. Each school-developed module should be of a minimum 15 hours and maximum 30 hours duration.

The place of Child Studies CEC Years 7–10 in the curriculum
There is content in Child Studies that builds on that of the PDHPE Years 7–10 syllabus. Where the syllabus deals with similar concepts teachers are expected to consider students' prior learning and sequence the content appropriately.

The syllabus provides a further basis that can be built on in Stage 6 PDHPE, Community and Family Studies and Exploring Early Childhood CEC syllabuses. When selecting modules and content, teachers should consider potential overlap with options and modules that may be offered by their school in these courses.

Life Skills
For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to the Introduction for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in the Life Skills section of the syllabus.

Learning across the curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the Board of Studies *K-10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians (December 2008).*

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:
- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability.

The Board's syllabuses include other areas identified as important learning for all students:
- Civics and citizenship
- Difference and diversity
- Work and enterprise.

Learning across the curriculum content is incorporated in the content of the *Child Studies CEC Years 7–10 Syllabus* in the following ways:

Aboriginal and Torres Strait Islander histories and cultures
The *Child Studies CEC Years 7–10 Syllabus* incorporates Aboriginal and Torres Strait Islander histories and cultures through recognition of the importance of cultural heritage, identity and kinship in child growth and development. Students are provided with the opportunity to develop knowledge and understanding of Aboriginal identity and cultures and how they are promoted in the early years through customs and practices, including dreaming stories, traditional language and Aboriginal dance. Child Studies also explores the contribution of traditional language and Aboriginal dance to developing identity. The module *Aboriginal Cultures and Childhood* also examines the health status of Aboriginal children and evaluates a range of strategies aimed at enhancing the health status of Aboriginal children.

Asia and Australia's engagement with Asia
The *Child Studies CEC Years 7–10 Syllabus* provides opportunities for students to explore the influence of culture on the health and wellbeing of children. Teachers may choose to present to students the influence of Asian customs, beliefs, practices, symbols and traditions on the growth, development and wellbeing of children in the early years.

Sustainability
Students develop an understanding of how principles of sustainability impact on, and can be promoted through, a range of child development and childcare contexts. An appreciation of sustainable practices is developed as students undertake a comparison of toys and resources to determine their sustainability and suitability for different ages and developmental levels.

Critical and creative thinking
Critical and creative thinking are integral to activities where students are required to generate solutions and alternatives to a range of practices relating to child growth, development, wellbeing and care. The *Child Studies CEC Years 7–10 Syllabus* provides opportunities for students to question and challenge approaches and construct creative alternatives in a range of contexts, including parental and caring roles, the provision of play, food and nutritional needs, childcare services and media and technology. Students will appreciate the benefit of critical and creative thinking skills to those caring for children and to those who are responsible for their social, cognitive, physical and emotional development.

Ethical understanding
Students develop knowledge and understanding of the importance of behaving ethically in a range of contexts relating to child wellbeing and childcare. Students will explore the responsibilities associated with parenthood, before and after birth. They will have the opportunity to examine how a range of individuals and groups collaborate to ensure that the needs of newborn children and children in their early years are met. This includes providing a healthy and safe environment, monitoring the stages of growth and development, providing appropriate modelling behaviour, caring for sick children and meeting educational needs. Students will develop an appreciation of the ethical guidelines relevant to working in the childcare sector and also evaluate the media messages conveyed to children from an ethical perspective.

Information and communication technology capability (ICT)
Students will have the opportunity to independently and collaboratively use ICT for both research and the presentation of information when studying the *Child Studies CEC Years 7–10 Syllabus*. Students will have the opportunity to develop their ability to access reliable resources and services that support

parents and carers of children in the early years. Evaluation of the quality, suitability and credibility of information obtained through technology will be a crucial skill developed throughout the course.

Intercultural understanding
The *Child Studies CEC Years 7–10 Syllabus* can be an effective context for promoting positive attitudes and inclusiveness. Students have the opportunity to explore the range of cultural contexts that children can grow up experiencing and how these may affect their social, emotional, physical and cognitive development. Students can also examine how families and influential others can promote in children an appreciation of difference and cultural diversity. The module *Children and Culture* provides opportunities for students to examine how childcare services can promote cultural awareness by exploring diversity of culture, heritage, background and tradition and participation in cultural events and celebrations.

Literacy
Literacy in the *Child Studies CEC Years 7–10 Syllabus* involves students using a wide range of mediums in a variety of contexts. Students will have the opportunity to use speaking, writing, visual and multimodal elements as learning tools to explore ideas, compare solutions and evaluate information related to the care of children in the early years. Participation in both formal and informal discussions and debates will allow students to develop their confidence in verbal communication. Skills in the efficient location and evaluation of primary and secondary source material will be enhanced when investigating solutions to a variety of issues related to the care of children. Students will develop an understanding of the importance of using a range of design choices and visual tools for an intended purpose and targeted audience. This will be achieved by encouraging students to design and deliver print and digital presentations of researched information.

Numeracy
Opportunities for enhancing numeracy skills in the *Child Studies CEC Years 7–10 Syllabus* include exploring the costs associated with the care of children in the early years. Students will choose and use a range of mental and digital strategies to solve problems involving several variables after collecting and interpreting data from a variety of sources. These variables may include the costs associated with preparing a nursery and childcare services, and government rebates. Costs involved with owning and operating a childcare service such as wages, consumables and food, will also be calculated. Students will develop skills related to reading and interpreting graphs and statistics related to caring for children.

Personal and social capability
The personal strengths and abilities necessary to become effective parents and caregivers will be made evident to students throughout the *Child Studies CEC Years 7–10 Syllabus*. Students will reflect on their childhood to assess the impact different experiences have had on their personal and social development. Personal skills in decision-making, with an emphasis on the importance of considering many options and points of view, will be developed in a variety of contexts related to the care of children. Students will also develop a range of communication strategies that will allow them to effectively interact with others and express their own point of view in the future.

Specific knowledge and personal skills relating to children in the early years will be investigated. These may include newborn care, nutrition, health and safety. This will result in students being able to make positive contributions to society in parenting or caring roles in the future, in both formal and informal settings.

Civics and citizenship
The *Child Studies CEC Years 7–10 Syllabus* provides students with the opportunity to investigate civic responsibility and community participation as it relates to child wellbeing and childcare. Study includes an exploration of the rights and responsibilities of society and individuals in the welfare and wellbeing of children in the early years. Students develop an appreciation of how the operators of

government and non-government agencies, community groups and parents and carers work in collaboration to meet the social, emotional, physical and cognitive needs of children. There are also opportunities to explore the influence of family on understanding that cooperation and fairness are the foundations of socially responsible and positive citizenship in later life.

Difference and diversity
Students will appreciate and value the diverse nature of the family unit and the positive effects these differences can have on society. The various types of family structures will be explored and historical parenting role stereotypes will be examined and challenged. The strong influence of culture on the health and wellbeing of children will be a focus of learning for students. This will be supported by students developing an understanding of the importance of the role of childcare services in promoting cultural awareness. Students will appreciate the significance the early years have in laying a strong foundation for the acceptance of difference and diversity in the future.

Work and enterprise
Students develop an awareness of the diverse nature of career opportunities that exist to support the health and wellbeing of children. The qualifications, skills and knowledge required to perform these roles will be explored, including the desirable personal qualities necessary for working with children. Students may acquire basic first aid skills to manage a number of common accidents and injuries that would be useful in a workplace setting. The various types of childcare services available to support the return to work of parents will also be investigated and evaluated to suit the needs of different family circumstances.

Content for Years 7–10

Module 1: Preparing for parenthood

Outcomes
2.2 evaluates strategies that promote the growth and development of children
3.1 discusses the importance of positive relationships on the growth and development of children
3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Related Life Skills outcomes: *LS.5, LS.7, LS.8, LS.9, LS.11, LS.12, LS.13*

Planning to have a family

Students:
- understand that becoming a parent can be a planned and considered decision
- examine trends relating to parenting and families, eg age when giving birth to first child, size of families
- outline reasons for making the decision to become parents and evaluate why potential parents might make this decision at different stages of their lives
- explore issues related to becoming a parent at different life stages, eg teenage parenting
- investigate benefits and leave entitlements for new parents

Physical, social and emotional changes during pregnancy

Students:
- outline the physical changes that occur to the mother's body during pregnancy
- identify and discuss the nutritional needs of the expectant mother and the potential effects of drugs, alcohol and smoking on the unborn baby
- discuss the emotional changes that may be experienced by parents during pregnancy and post-pregnancy
- discuss how pregnancy may impact on social wellbeing
- identify formal and informal support networks for expectant parents
- outline the financial preparations necessary when expecting a baby
- critically analyse a range of societal expectations in relation to expectant mothers

Parenting styles

Students:
- discuss the qualities of effective parenting
- identify and compare the features of various parenting styles
- describe the changes in parenting styles and their effect on raising children in the 21st century

Module 2: Conception to birth

Outcomes
1.1 identifies the characteristics of a child at each stage of growth and development
1.2 describes the factors that affect the health and wellbeing of the child
2.2 evaluates strategies that promote the growth and development of children
3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development

Related Life Skills outcomes: *LS.1, LS.2, LS.5, LS.8, LS.11, LS.12*

Reproduction and conception

Students:
- outline the structure and function of male and female reproductive systems and the process of conception
- explain how multiple births can occur and the conception of identical and fraternal twins
- investigate a range of assisted reproductive technologies such as IVF, GIFT and surrogacy and discuss reasons they may be used, eg infertility
- evaluate methods of family planning including abstinence, natural, chemical, barrier methods and surgical procedures

Stages of pregnancy

Students:
- describe the stages of embryonic and foetal development through each trimester of pregnancy
- describe the physical and emotional changes a mother may experience through each trimester
- identify conditions that can affect the foetus and mother during pregnancy, eg gestational diabetes, pre-disposed genetic conditions, miscarriage
- investigate procedures used by health professionals to monitor the health and wellbeing of the mother and baby during the pregnancy
- compare the types of care and support available for mothers during pregnancy and in preparation for birth, including birthing classes, midwife, obstetrician, and the public and private hospital systems

Labour and birth

Students:
- describe the stages of labour for both the mother and baby
- compare and contrast different settings and locations for delivery, eg labour ward, birthing centres, home births, water births
- analyse the various options for delivery and the reasons they may be selected, eg vaginal, assisted vaginal, caesarean section and induction
- evaluate the various methods of pain management available to the mother during childbirth
- examine a range of possible complications associated with the birthing process, eg premature births, breech births, still-born babies
- examine the various support roles that a partner might play in the labour and birthing

Module 3: Family interactions

Outcomes
1.2   describes the factors that affect the health and wellbeing of the child
1.3   analyses the evolution of childhood experiences and parenting roles over time
2.3   describes a range of appropriate parenting practices for optimal growth and development
3.1   discusses the importance of positive relationships on the growth and development of children
3.2   evaluates the role of community resources that promote and support the wellbeing of children and families
3.3   analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Related Life Skills outcomes: *LS.2, LS.6, LS.7, LS.8, LS.9*

Family roles and responsibilities

Students:
- identify the different types of family structures, eg single parent, same sex parents, extended, nuclear
- identify the rights and basic needs of the child
- recognise that the family provides a child's first experience of belonging and identify actions that enhance belonging
- discuss the roles and responsibilities of parents and carers in addressing the needs of children and how their needs change during the early years
- examine the effect of parent role stereotypes and how these stereotypes have developed and changed over time
- discuss the changes that might occur in families and the effects of these on the family unit
- analyse the role of parenting in developing care, empathy and respect in children
- explore the various strategies a parent may use to discipline their child in a safe and supportive environment

Relationships in families

Students:
- examine the range of influences on values and attitudes towards parenting, eg culture, past experiences, relatives
- discuss how the arrival of a new sibling can affect the family
- analyse the ways in which extended family members and significant others take on caring roles and their influence on the child's growth and development
- identify community support services and other groups available to families
- explain how the family contributes to a child's cultural awareness and sense of identity

Module 4: Newborn care

Outcomes
1.1 identifies the characteristics of a child at each stage of growth and development
1.2 describes the factors that affect the health and wellbeing of the child
2.2 evaluates strategies that promote the growth and development of children
2.3 describes a range of appropriate parenting practices for optimal growth and development
3.1 discusses the importance of positive relationships on the growth and development of children
3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts

Related Life Skills outcomes: *LS.1, LS.2, LS.5, LS.6, LS.7, LS.8, LS.10*

Care and support for a newborn

Students:
- describe the physical characteristics of newborns
- identify and explain the purpose of specific tests conducted on newborns, eg APGAR, measurements, hearing
- outline reasons why children may require special care and how this care can be provided, eg jaundice, low birth weight, neonatal wards

The needs of a newborn

Students:
- describe the different care requirements of a newborn, eg bathing, sleeping, settling, feeding, hygiene
- explore the range of equipment and resources available to assist in the care of a newborn
- critically analyse information available to new parents and how this information can be assessed for accuracy and reliability
- investigate the benefits of breastfeeding and the options available for mothers who have difficulty with breastfeeding or choose not to, eg support services, expressing breast milk, formula
- examine the range of community views in regard to parenting choices such as breast feeding, circumcision and immunisation
- investigate health issues for newborns, and measures to prevent them, eg SIDS
- describe strategies to ensure the safety and wellbeing of children in the home and other situations, eg when setting up a nursery

Newborns and the family

Students:
- describe the physical, social and emotional changes that may be experienced by a new mother
- evaluate the impact a newborn can have on family relationships and lifestyle
- examine the historical changes in role expectations of a partner in caring for a newborn
- identify and evaluate support groups and networks available to new parents

Module 5: Growth and development

Outcomes
1.1 identifies the characteristics of a child at each stage of growth and development
1.2 describes the factors that affect the health and wellbeing of the child
2.2 evaluates strategies that promote the growth and development of children
2.3 describes a range of appropriate parenting practices for optimal growth and development
3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development

Related Life Skills outcomes: *LS.1, LS.2, LS.5, LS.6, LS.8, LS.11, LS.12*

Child growth and development

Students:
- explain the difference between growth and development
- outline the expected milestones of growth and development during the early years
- identify the physical, social, emotional, linguistic and cognitive characteristics that reflect each milestone
- explore the services and strategies that assist children with irregular growth and development patterns
- evaluate strategies that support children to progress through each stage of growth and development

Influences on child growth and development

Students:
- discuss the range of factors that can affect child growth and development, eg genetic factors, environmental factors
- explore activities in which the family and those available in the community can positively influence the development of children, eg going to the park, visiting others, reading
- identify family routines that would support a smooth transition for the child through the stages of growth and development
- investigate how children can influence their own growth and development as their capacity for self-regulation increases, eg responsibility for simple health and wellbeing behaviours
- investigate support groups and community agencies and facilities that can assist parent(s) in providing for children's growth and development

Module 6: Play and the developing child

Outcomes

1.2 describes the factors that affect the health and wellbeing of the child

2.1 plans and implements engaging activities when educating and caring for young children within a safe environment

2.2 evaluates strategies that promote the growth and development of children

3.2 evaluates the role of community resources that promote and support the wellbeing of children and families

3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

Related Life Skills outcomes: *LS.2, LS.3, LS.4, LS.5, LS.8, LS.9*

Play-based learning

Students:
- define play-based learning and explore its value to the development of the child
- outline the characteristics of effective and enjoyable play
- investigate how play can support inclusion and provide opportunities for children to build and contribute to cohesive groups, eg promoting fairness, taking turns
- examine the different types of play including parallel, cooperative, social, solitary, and identify ways in which children learn through play

Suitability, sustainability and safety of play choices

Students:
- compare a range of toys and resources for play and determine their sustainability and suitability for different age and developmental levels
- research the relevant standards for the development of children's resources and enrichment devices, eg Australian Standards

Play-based learning environments and activities

Students:
- investigate how play-based learning environments can encourage children to explore, improvise, imagine, solve problems and be challenged physically
- identify and participate in a range of play and craft activities suitable for children of all ages and developmental stages
- analyse the safety and risk factors associated with different play choices and explore views relating to challenge and risk-taking activities
- compare a variety of community resources and services that offer meaningful and engaging alternatives to formal school settings

Module 7: Health and safety in childhood

Outcomes

1.2 describes the factors that affect the health and wellbeing of the child

2.1 plans and implements engaging activities when educating and caring for young children within a safe environment

3.2 evaluates the role of community resources that promote and support the wellbeing of children and families

3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

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

Related Life Skills outcomes: *LS.2, LS.3, LS.4, LS.8, LS.9, LS.11, LS.12*

Infectious and non-infectious diseases in childhood

Students:
- investigate the recommended immunisation schedule for children from birth to school age
- critically analyse immunisation as a method of preventing disease and illness in children
- examine the symptoms, treatments and preventative strategies for common infectious childhood diseases such as measles, whooping cough, rubella and chicken pox
- identify the symptoms, treatments and preventative strategies for common non-infectious childhood diseases and illnesses such as common colds, diabetes, asthma, thrush and tonsillitis

Supportive environments for sick or injured children

Students:
- examine the considerations for parents and/or carers of a sick or injured child, eg hygiene and contact with other children
- research the level of additional care and support in hospitals for children, eg Starlight Foundation, Laughing Doctors, interactive activities, technology in wards, hospital schools and art therapy

Health, safety and wellbeing throughout childhood

Students:
- research current statistics on childhood injuries and accidents
- identify hazards and causes of childhood accidents in the home and play area, and evaluate strategies to reduce the risk of harm to children
- develop strategies and safe practices to promote child health and wellbeing in a range of situations including near the road and driveways, carparks, shopping centres, near water and in the playground
- outline the first aid responses to a number of common childhood accidents and injuries including bites and stings, burns, anaphylaxis, falls, choking drowning and poisoning
- investigate the range of legislation surrounding child safety including toy development, child restraints, prams, clothing and childcare equipment

Module 8: Food and nutrition in childhood

Outcomes
1.2 describes the factors that affect the health and wellbeing of the child
2.2 evaluates strategies that promote the growth and development of children
3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Related Life Skills outcomes: *LS.2, LS.5, LS.8, LS.11, LS.12, LS.13*

Nutritional needs through the early years

Students:
- explore a range of issues associated with breastfeeding and bottle-feeding, including the advantages and related challenges
- investigate the weaning process and the process of introducing solids to an infant
- compare the food options available for weaning, eg commercially prepared and home prepared foods
- outline the nutritional needs through the early years taking into consideration nutritional models and current dietary guidelines
- plan and prepare a variety of meals suited to the various stages of development

Issues in food and nutrition

Students:
- discuss a range of food intolerances and allergies and methods of prevention and management
- research and identify appropriate meals for children with special dietary needs, eg lactose intolerance, coeliac disease and diabetes
- investigate factors that influence food choices for children, eg family and culture, socioeconomic status, changing demographics
- critically analyse food advertising and promotions aimed at children, and advertising codes
- analyse a variety of food labels to help make informed and healthy choices when purchasing food for children
- explore and evaluate health promotion strategies targeting good food habits in children, eg healthy food canteens, school kitchen gardens, fruit and water breaks

Food for special occasions

Students:
- analyse the nutritional value of traditional foods served at children's parties
- plan and prepare foods suitable for a children's birthday party taking into consideration nutritional and dietary needs
- discuss cultural influences on food choices and design suitable meals for children taking these influences into consideration

Module 9: Children and culture

Outcomes

1.2   describes the factors that affect the health and wellbeing of the child

3.2   evaluates the role of community resources that promote and support the wellbeing of children and families

3.3   analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

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

Related Life Skills outcomes: *LS.2, LS.8, LS.9, LS.11, LS.12*

The influence of culture on the health and wellbeing of children

Students:
- develop an awareness of cultural differences and appreciate how culture is central to a child's sense of belonging and identity
- investigate child-rearing practices and lifestyle choices adopted by families in different cultures
- explore the concept of children being born into a culture and the influence of traditional practices and customs
- evaluate the impact of cultural food habits on the nutrition of children
- identify a range of cultural celebrations and activities and discuss how these can assist children to understand and value similarities and differences

Culture and childcare services

Students:
- discuss how cultural influences can affect a family's childcare choices
- explain the value of childcare services providing activities that contribute to children's understanding, value and respect for their own culture and the cultures of others
- discuss the benefits of children participating in experiences that promote the appreciation of similarities and differences between individuals and groups, including the language groups, cultural groups and religious groups that make up the Australian nation
- explore stories, music, art and dance from a variety of cultures and identify what children can learn from participating in these experiences
- create opportunities for children to compare different cultural practices including dress, eating habits, greeting routines, ways of being polite, childcare practices
- develop activities, suitable for childcare services, to provide opportunities for children to learn about and celebrate special cultural, local, community and national days

Module 10: Media and technology in childhood

Outcomes
1.3 analyses the evolution of childhood experiences and parenting roles over time
2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
2.2 evaluates strategies that promote the growth and development of children
3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

Related Life Skills outcomes: *LS.2, LS.3, LS.4, LS.5, LS.9*

Growing up in the digital age

Students:
- describe the types of technology used by children
- explore how the use of technology by children has changed over time
- analyse how the use of technology can influence a child's growth, development, safety and wellbeing
- research time recommendations for screen-based activities for children, eg daily limits
- identify and discuss the barriers to meeting recommended time limits for children and screen-based activities
- critically analyse views associated with the use of technology, eg exposure to violence through electronic games, reduced physical activity levels, development of social skills

Children and television

Students:
- explore the range of television shows for children
- assess the educational aspects of children's television and the effects it can have on learning and development
- examine the forms of advertising used during children's television broadcast times
- research television advertising codes relevant to children and critically analyse the effectiveness of these codes
- debate advertising methods used to market products to young children

Multimedia and technological devices used by children

Students:
- investigate ways in which the digital age has changed the shape of learning and development for children
- predict how technology might evolve in the future and how it might affect the lifestyles and learning of children

Module 11: Aboriginal cultures and childhood

Outcomes

1.2 describes the factors that affect the health and wellbeing of the child

2.2 evaluates strategies that promote the growth and development of children

3.2 evaluates the role of community resources that promote and support the wellbeing of children and families

3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

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

Related Life Skills outcomes: *LS.2, LS.5, LS.8, LS.9, LS.11, LS.12*

The importance of cultural heritage, identity and kinship

Students:
- define the term 'Aboriginal'
- appreciate stories from 'The Dreaming' and explore their importance in establishing cultural identity in children
- recognise the importance of the relationship of land and spiritual identity to Aboriginal peoples and investigate the expression of this relationship through cultural activities, including Dreaming stories
- outline ways in which Aboriginal peoples maintain their identity
- discuss the value of kinship and extended families on child growth and development

Education and enrichment activities for Aboriginal children

Students:
- explore issues of equity and access to quality education for Aboriginal children
- research initiatives designed to enhance access to quality education for Aboriginal children
- apply techniques and methods for storytelling used in Aboriginal artwork
- explore the benefits of children learning a traditional language, identifying with a Nation and determining their Totem
- examine the importance of Aboriginal dance in the development of cultural identity
- appreciate traditional methods of food preparation and nourishment for Aboriginal children

Health status of Aboriginal children

Students:
- research the health status of Aboriginal children to identify the common health issues
- identify health care services that support the Aboriginal children and families

Module 12: The diverse needs of children

Outcomes

2.1 plans and implements engaging activities when educating and caring for young children within a safe environment

3.2 evaluates the role of community resources that promote and support the wellbeing of children and families

3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

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

Related Life Skills outcomes: *LS.3, LS.4, LS.8, LS.9, LS.11, LS.12*

Children with diverse needs

Students:
- identify reasons that may result in children having diverse needs, eg physical disability, intellectual disability, gifted and talented
- recognise that all children have strengths and talents, and the potential to learn and develop given the appropriate support and opportunities
- outline developmental differences that can occur, eg language development

Supporting children with diverse needs

Students:
- identify supports and resources for children with diverse needs, eg communication technologies, specialised coaching
- investigate the role of support networks, specialists and other agencies who identify children who require specialist care and provide support to maximise their learning, health and wellbeing, eg speech pathologists, occupational therapists, family support groups
- evaluate strategies designed to optimise the health and wellbeing of children with diverse needs, eg early intervention and family involvement

Enrichment activities in the early learning years

Students:
- identify and describe the various enrichment activities available to children and families such as music, sports and games, art and craft, cooking, travel, cultural and religious events and visits to local attractions
- examine factors that influence access to enrichment activities, eg cost, travel, culture
- assess the advantages and disadvantages of participation in enrichment activities
- discuss how educational settings provide for a variety of enrichment activities

Educational settings in the early learning years

- assess different informal educational settings that provide enrichment opportunities for children, eg museums, libraries, zoos
- investigate a range of educational philosophies and approaches that support learning in the early years, eg Rudolf Steiner, Montessori, Reggio Emilia

Module 13: Childcare services and career opportunities

Outcomes

1.3 analyses the evolution of childhood experiences and parenting roles over time

2.2 evaluates strategies that promote the growth and development of children

3.1 discusses the importance of positive relationships on the growth and development of children

3.2 evaluates the role of community resources that promote and support the wellbeing of children and families

3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts

Related Life Skills outcomes: *LS.2, LS.5, LS.7, LS.8, LS.9, LS.10*

Childcare services available in the community

Students:
- identify the range of childcare services available and assess their suitability to different circumstances
- critically analyse the expectations of parents who place children in care
- propose criteria that could be used by parents to select an appropriate childcare setting
- explore the evolution of childcare and how it has developed in response to societal changes
- identify and research government and non-government agencies that advocate for the rights and wellbeing of children

Rights and responsibilities of childcare providers

Students:
- outline the responsibilities associated with caring for other people's children, eg legal, moral, social, educational
- investigate the operating procedures of childcare services relating to learning, safety, health and wellbeing
- describe the accreditation processes required for the legal operation of a childcare facility including standards and registration
- investigate the assessment criteria used to calculate government subsidies to childcare providers and parents
- identify and assess the ways in which childcare services assist in preparing children for school

Careers and opportunities in childcare

Students:
- identify informal opportunities for working with children, eg babysitting, sports coaching
- identify formal career opportunities in childcare and research the qualifications, skills and knowledge required, eg family/community health worker, childcare worker
- identify legal requirements that must be met before working in the childcare industry
- explore the personal qualities and skills required to work effectively with children, eg patience, empathy, clear communication and flexibility
- construct an application and prepare for an interview for a childcare position
- propose a variety of career path options for working with children including opportunities for further study

Years 7–10 Life Skills outcomes and content

For a small percentage of students with special education needs, particularly those with an intellectual disability, adjustments to teaching, learning and assessment might not be sufficient to access some or all of the Stage 4 and Stage 5 outcomes. These students might best fulfil the curriculum requirements for the Child Studies course by undertaking Life Skills outcomes and content.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate Child Studies Life Skills outcomes and content across a variety of school and community contexts.

The following points need to be taken into consideration:
specific Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student
students are not required to complete all outcomes
outcomes may be demonstrated independently or with support.

A range of adjustments to teaching, learning and assessment experiences should be explored before a decision is made to access Years 7–10 Life Skills outcomes and content. Decisions about curriculum options for students with special education needs should be made through the collaborative curriculum planning process.

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *Child Studies CEC Years 7–10 Syllabus*. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning by the end of a stage.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in *Life Skills Years 7–10: Advice on Planning, Programming and Assessment*.

Years 7–10 Life Skills Outcomes

Table of objectives and outcomes

Knowledge, understanding and skills

Objectives Students will develop:	Life Skills Outcomes A student:
1 knowledge and understanding of child development from preconception through to and including the early years	LS.1 recognises the stages of growth and development in early childhood LS.2 recognises factors that affect the health and wellbeing of children
2 knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children	LS.3 uses appropriate strategies to interact with children in a range of contexts LS.4 demonstrates safe practices when interacting with children in a range of contexts LS.5 recognises ways to support the growth and development of children LS.6 identifies parenting practices that support the growth and development of children
3 knowledge and understanding of external factors that support the growth, development and wellbeing of children	LS.7 identifies the benefits of supportive relationships on the growth, development and wellbeing of children LS.8 recognises ways that community resources can support children and families LS.9 recognises social and cultural factors that influence the development and wellbeing of children
4 skills in researching, communicating and evaluating issues related to child development	LS.10 uses appropriate strategies to support and care for children in a range of settings LS.11 locates and selects information using a variety of strategies LS.12 communicates information in a range of contexts using appropriate strategies LS.13 communicates a point of view about issues related to child development

Values and attitudes

Objectives Students will value and appreciate:	Life Skills Outcomes A student:
V1 the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing	LS.14 recognises the importance of family and relationships on the health and wellbeing of children
V2 the effects significant others can have in the growth and development of children	LS.15 appreciates the ways in which family and significant others can positively influence the growth and development of children

Years 7–10 Life Skills and Related Syllabus Outcomes

Knowledge, understanding and skills

Objective
Students will develop:
1. knowledge and understanding of child development from preconception through to and including the early years

Life Skills outcomes A student:	**Related Stage 4/5 outcomes** A student:
LS.1 recognises the stages of growth and development in early childhood	1.1 identifies the characteristics of a child at each stage of growth and development
LS.2 recognises factors that impact on the health and wellbeing of children	1.2. describes the factors that impact on the health and wellbeing of the child 1.3 analyses the evolution of childhood experiences and parenting roles over time

Objective
Students will develop:
2. knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children

Life Skills outcomes A student:	**Related Stage 4/5 outcomes** A student:
LS.3 uses appropriate strategies to interact with children in a range of contexts LS.4 demonstrates safe practices when interacting with children in a range of contexts	2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
LS.5 recognises ways to support the growth and development of children	2.2 evaluates strategies that promote the growth and development of children
LS.6 identifies parenting practices that support the growth and development of children	2.3 describes a range of appropriate parenting practices for optimal growth and development

Knowledge, understanding and skills (continued)

Objective
Students will develop:
3.   knowledge and understanding of external factors that support the growth, development and wellbeing of children

Life Skills outcomes A student:	**Related Stage 4/5 outcomes** A student:
LS.7 identifies the benefits of supportive relationships on the growth, development and wellbeing of children	3.1 discusses the importance of positive relationships on the growth and development of children
LS.8 recognises ways that community resources can support children and families	3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
LS.9 recognises social and cultural factors that influence the development and wellbeing of children	3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

Objective
Students will develop:
4.   skills in researching, communicating and evaluating issues related to child development

Life Skills outcomes A student:	**Related Stage 4/5 outcomes** A student:
LS.10 uses appropriate strategies to support and care for children in a range of settings	4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
LS.11 locates and selects information using a variety of strategies LS.12 communicates information in a range of contexts using appropriate strategies	4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
LS.13 communicates a point of view about issues related to child development	4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Values and attitudes

Objective
Students will value and appreciate:
V1 the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing

Life Skills outcomes A student:	**Related Stage 4/5 outcomes** A student:
LS.14 recognises the importance of family and relationships on the health and wellbeing of children	V1.1 appreciates the roles of caregivers in the growth and development of children

Objective
Students will value and appreciate:
V2 the effects significant others can have in the growth and development of children

Life Skills outcomes A student:	**Related Stage 4/5 outcomes** A student:
LS.15 appreciates the ways in which family and significant others can positively influence the growth and development of children	V2.1 appreciates the diverse beliefs, values, attitudes and family structures in our community

LS.14 and LS.15 refer to values and attitudes developed through the study of Child Studies. These outcomes are integrated throughout the Years 7–10 Life Skills content.

Years 7–10 Life Skills Content
The Years 7–10 Life Skills content forms the basis for learning opportunities. Content should be selected based on the abilities, needs and interests of students. Students will not be required to complete all the content to demonstrate achievement of an outcome.

Schools may choose to address Life Skills content through school-developed modules. The content included in school-developed modules does not require Board endorsement and should not duplicate Life Skills content from other Board syllabuses. Refer to Organisation of content (page 13) for further information.

Module 1: Beginning a Family

Outcomes

A student:
  LS.1   recognises the stages of growth and development in early childhood
  LS.2   recognises factors that affect the health and wellbeing of children
  LS.5   recognises ways to support the growth and development of children
  LS.6   identifies parenting practices that support the growth and development of children
  LS.7   identifies the benefits of supportive relationships on the growth, development and wellbeing of children
  LS.8   recognises ways that community resources can support children and families
  LS.13 communicates a point of view about issues related to child development

Related Child Studies Years 7–10 modules: *1, 2, 3*

Becoming a parent

Students:
  - identify factors influencing the decision to become a parent
  - compare the advantages and disadvantages of becoming a parent
  - explore how being a parent differs at various stages of life, eg becoming a parent as a teenager versus becoming a parent later in life

Conception

Students:
  - identify parts of the male and female reproductive systems
  - recognise how becoming a parent can be planned and the role of contraception
  - recognise the stages of the reproductive process

Pregnancy and childbirth

Students:
  - recognise why physical changes occur for women during pregnancy
  - identify the changes to a woman's body during pregnancy
  - identify the stages of pregnancy and the development of the baby at each stage
  - recognise ways in which a woman can prepare for birth, eg nutrition, medical check-ups
  - identify the settings and locations for giving birth, eg hospital, home birth

The significance of family and parenting

Students:
  - recognise individuals who play a role in caring for young children, eg parents, grandparents, foster carers, nannies, childcare workers
  - recognise the different family structures children may belong to, eg extended families, same sex parents
  - recognise the factors that contribute to positive family relationships, eg cooperation, respect
  - identify how different family members can play a part in caring for children
  - explore the responsibilities of parents
  - identify community support available for parents and families with young children

Module 2: Growth and development in children

Outcomes
A student:
 LS.1   recognises the stages of growth and development in early childhood
 LS.2   recognises factors that affect the health and wellbeing of children
 LS.5   recognises ways to support the growth and development of children
 LS.6   identifies parenting practices that support the growth and development of children
 LS.7   identifies the benefits of supportive relationships on the growth, development and wellbeing of children
 LS.8   recognises ways that community resources can support children and families
 LS.10 uses appropriate strategies to support and care for children in a range of settings
 LS.11 locates and selects information using a variety of strategies

Related Child Studies Years 7–10 modules: *4, 5*

Caring for newborns

Students:
- recognise the various needs of newborns, eg bathing, sleeping, feeding
- identify a range of equipment and resources that assist in meeting the needs of newborns, eg cot, bassinet, bath, bottles, nappies
- investigate ways to reduce hazards and risk in and around the home and when transporting newborns, eg using a baby car seat, sterilising bottles
- recognise a range of health issues for newborn babies, eg SIDS
- identify the feelings and emotions that can occur for parents when bringing home a newborn, eg love, anxiety
- describe the ways in which a newborn can affect parents, eg change in sleeping patterns, time off work
- identify community resources and support available for new parents

Stages of growth and development

Students:
- identify the stages of growth and development from birth to 8 years, eg baby, infant, toddler
- recognise the expected changes in growth and development at each stage, eg physical growth, language development

Factors that influence growth and development

Students:
- recognise how healthy growth and development can be measured, eg weight, length/height
- identify external factors that influence growth and development, eg family, community, culture
- identify appropriate sources for advice on and assistance regarding the growth and development of children in the early learning years, eg doctors, early childhood clinics, help lines, nurses

Module 3: Health and wellbeing of children

Outcomes
A student:
 LS.2   recognises factors that affect the health and wellbeing of children
 LS.3   uses appropriate strategies to interact with children in a range of contexts
 LS.4   demonstrates safe practices when interacting with children in a range of contexts
 LS.5   recognises ways to support the growth and development of children
 LS.8   recognises ways that community resources can support children and families
 LS.9   recognises social and cultural factors that influence the development and wellbeing of children
 LS.11 locates and selects information using a variety of strategies
 LS.12 communicates information in a range of contexts using appropriate strategies
 LS.13 communicates a point of view about issues related to child development

Related Child Studies Years 7–10 modules: *6, 7, 8, 12*

Play choices for children

Students:
- identify different play activities for children
- demonstrate appropriate skills to initiate play with children
- recognise the benefits of play for children
- investigate one or more toys and identify their age suitability and benefits for children
- engage in play activities with children appropriate to their stage of development, including craft activities
- identify hazards and risks involved with a range of play activities for children
- plan strategies to increase safety when engaging in play activities with children
- recognise appropriate touching and handling when playing with children
- demonstrate safe and appropriate behaviours when engaging in play activities with children

Health and safety factors for children

Students:
- recognise a range of illnesses common in children, eg asthma, colds, tonsillitis
- list strategies that prevent illness and disease in children, eg immunisation, hygiene
- recognise and carry out personal hygiene procedures when interacting with children, eg wash hands before and after feeding or serving food to children
- distinguish between infectious and non-infectious diseases
- recognise common safety hazards for children in different environments, eg kitchen, playground, swimming pool, roads
- plan strategies to reduce risk of harm in a particular environment, eg near water, near roads
- demonstrate basic first aid techniques for common childhood accidents, eg treatment of burns and stings, first aid for choking

Food and nutrition choices for children

Students:
- recognise foods that have nutritional value for children, eg fruit, vegetables, dairy
- recognise foods that are low in nutritional value for children, eg cakes, lollies
- recognise foods in the different groups that children should eat most, moderately and least
- plan and/or prepare a nutritional meal appropriate for a child
- plan and/or prepare a healthy children's menu for a special occasion, eg birthday party

- recognise some barriers to healthy food choices for children, eg advertising, peers

Children with diverse needs

Students:
- identify some additional needs for children, eg physical disability, intellectual disability, gifted and talented
- identify community services and specialists who assist children with diverse needs, eg speech pathologists, occupational therapists, family network groups

Activities that enrich the health and wellbeing of children

Students:
- identify enrichment activities for children, eg music, sports and games, art and craft, cooking
- recognise community settings that offer opportunities for enrichment for children, eg museum, library
- explore the advantages of one or more enrichment activity
- plan an activity schedule for a child at a particular stage of development, involving both play and enrichment activities

Module 4: Social and cultural influences on growth and development

Outcomes

A student:

LS.2   recognises factors that affect the health and wellbeing of children
LS.3   uses appropriate strategies to interact with children in a range of contexts
LS.4   demonstrates safe practices when interacting with children in a range of contexts
LS.5   recognises ways to support the growth and development of children
LS.8   recognises ways that community resources can support children and families
LS.9   recognises social and cultural factors that influence the development and wellbeing of children
LS.11 locates and selects information using a variety of strategies
LS.12 communicates information in a range of contexts using appropriate strategies

Related Child Studies Years 7–10 modules: *9, 10, 11*

Cultural influences on growth and development

Students:

- explore how culture affects family and parenting styles
- explore traditions such as music, art and dance from different cultures
- participate in cultural activities with children, eg dance, games
- explore the benefits of children learning a traditional or home language
- plan activities that assist children to be aware of cultural differences, eg celebrating a particular cultural day

Growing up in the digital age

Students:

- recognise a range of children's television shows
- explore the advantages and disadvantages of watching television for children
- identify the effects of two or more children's television shows on the learning and development of children
- identify a range of audiovisual children's toys and learning tools, eg letter and number learning games, educational DVDs, movies
- recognise the value of placing limits on how much audiovisual activity children engage in each day

The influence of Aboriginal culture

Students:

- recognise the importance of kinship to Aboriginal people
- engage with stories from 'The Dreaming'
- explore what Aboriginal children learn about their culture through stories from 'The Dreaming'
- identify some activities children may participate in that are specific to Aboriginal culture, eg dance, artwork

Module 5: Careers in childcare

Outcomes
A student:
 LS.2   recognises factors that affect the health and wellbeing of children
 LS.5   recognises ways to support the growth and development of children
 LS.7   identifies the benefits of supportive relationships on the growth, development and wellbeing of children
 LS.8   recognises ways that community resources can support children and families
 LS.9   recognises social and cultural factors that influence the development and wellbeing of children
 LS.10 uses appropriate strategies to support and care for children in a range of settings
 LS.11 locates and selects information using a variety of strategies
 LS.12 communicates information in a range of contexts using appropriate strategies

Related Child Studies Years 7–10 modules: *13*

Childcare services

Students:
- recognise the range of childcare services available in the community, eg play groups, daycare, pre-school
- investigate one or more childcare service and what they offer children

Formal and informal opportunities to support and care for children

Students:
- recognise informal ways to support and care for children, eg looking after siblings, babysitting, helping younger children at school, organising a child's birthday party
- identify careers that support the wellbeing of children, eg childcare workers, nurses, children's activity instructors such as swimming coaches
- recognise personal characteristics suitable for people working with children, eg patience, tolerance
- identify personal skills and abilities that make them suitable to work with children
- recognise courses available to people who would like to gain employment working with children, eg TAFE courses
- investigate the features of one or more courses for a career working with children, such as availability, length of course, where the course can be undertaken, course costs, qualifications
- investigate the features of a job working with children, such as duties, hours of employment, breaks, appropriate dress, pay
- participate in work experience in a job working with children

Applying for a job working with children

Students:
- locate advertisements for jobs working with children
- recognise qualifications and requirements for advertised jobs working with children, eg babysitting, childcare worker/assistant
- communicate the skills and knowledge they have that would assist them to be effective in a role working with children
- write a letter of application for a job working with children
- complete job application forms for a job working with shildren
- demonstrate appropriate interview skills when applying for a job working with children

Assessment

Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students. Standards in the framework consist of three interrelated elements:
- outcomes and content in syllabuses showing what is to be learned
- stage statements that summarise student achievement
- samples of work on the Board Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a stage.

Syllabus outcomes in Child Studies contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.
Assessment for Learning, Assessment as Learning and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The Board of Studies Years 7–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.

Assessment for Learning	• enables teachers to use information about students' knowledge, understanding and skills to inform their teaching • teachers provide feedback to students about their learning and how to improve
Assessment as Learning	• involves students in the learning process where they monitor their own progress, ask questions and practise skills • students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals
Assessment of Learning	• assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Assessment for students with special education needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may be:
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment tasks, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Life Skills assessment

Each student undertaking *Child Studies CEC Years 7–10 Life Skills* will study selected outcomes and content. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.

Students may demonstrate achievement in relation to Child Studies Years 7–10 Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Further information about the assessment of students undertaking Life Skills outcomes and content can be found in *Life Skills Years 7–10: Advice on Planning, Programming and Assessment*.

Reporting

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.