

Physical health and wellbeing domain

Key concepts



- Dressed appropriately
- On time
- Doesn't arrive hungry
- Alert (not tired)
- Understand their own needs
- Established hand preference
- Well-coordinated
- Display fine motor skills
- Display gross motor skills
- High energy levels



Connections to key documents

<p>Early Years Learning Framework (EYLF)</p>	<p>Outcome 1: Strong sense of identity</p> <ul style="list-style-type: none"> > Children are developing emerging autonomy, inter-dependence, resilience and sense of agency <p>Outcome 3: Children have a strong sense of well-being</p> <ul style="list-style-type: none"> > Children take increasing responsibility for their own health and physical wellbeing
<p>National Quality Standard (NQS)</p>	<p>Quality area 1: Educational program and practice</p> <p>1.1.1: Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators</p> <p>1.1.2: Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program</p> <p>1.1.3: All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning</p> <p>Quality area 2: Children's health and safety</p> <p>2.1.1: Each child's health and physical activity is supported and promoted</p> <p>2.1.2: Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation</p> <p>2.1.2: Effective illness and injury management and hygiene practices are promoted and implemented</p> <p>2.1.3: Healthy eating and physical activity are promoted and appropriate for each child</p> <p>Quality area 3: Physical environment</p> <p>3.2.1: Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments</p> <p>3.2.2: Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning</p> <p>Quality area 6: Collaborative partnership with families and communities</p> <p>6.1.2: The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing</p> <p>6.1.3: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing</p> <p>6.2.3: The service builds relationships and engages with its community</p>

<p>WA Curriculum</p>	<p>Health and physical education</p> <p>Strand: Personal, social and community health</p> <ul style="list-style-type: none"> > Sub-Strand: Being healthy, safe and active > Sub-Strand: Communicating and interacting for health and wellbeing > Sub-Strand: Contributing to healthy and active communities <p>Strand: Movement and physical activity</p> <ul style="list-style-type: none"> > Sub-Strand: Moving our body > Sub-Strand: Learning through movement > Sub-Strand: Understanding movement
<p>Australian Professional Standards for Teachers (AITSL)</p>	<p>Standard 1: Know students and how they learn</p> <ul style="list-style-type: none"> 1.1: Physical, social and intellectual development and characteristics of students 1.2: Understand how students learn 1.5: Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6: Strategies to support full participation of students with disability <p>Standard 2: Know the content and how to teach it</p> <ul style="list-style-type: none"> 2.3: Curriculum, assessment and reporting <p>Standard 3: Plan for and implement effective teaching and learning</p> <ul style="list-style-type: none"> 3.6: Evaluate and improve teaching programs <p>Standard 5: Assess, provide feedback and report on student learning</p> <ul style="list-style-type: none"> 5.4: Interpret student data <p>Standard 6: Engage in professional learning</p> <ul style="list-style-type: none"> 6.2: Engage in professional learning and improve practice 6.3: Engage with colleagues and improve practice 6.4: Apply professional learning and improve student learning <p>Standard 7: Engage professionally with colleagues, parents/carers and the community</p> <ul style="list-style-type: none"> 7.3: Engage with the parents/carers 7.4: Engage with professional teaching networks and broader communities
<p>Australian Professional Standard for Principals</p>	<p>Leading teaching and learning</p> <p>Leading improvement, innovation and change</p> <p>Leading the management of the school</p> <p>Engaging and working with the community</p> <p>Developing self and others</p>

Find out more at www.aedc.gov.au and www.education.wa.edu.au/aedc-resources

© Department of Education Western Australia 2017 (see: <https://www.education.wa.edu.au/copyright> and <https://www.education.wa.edu.au/disclaimer> for full details).

Developed in partnership between the Western Australian Department of Education, the Association of Independent Schools Western Australia, Catholic Education of Western Australia, the New South Wales Department of Education and the South Australian Department for Education and Child Development. The partners acknowledge the assistance and expertise of the Telethon Kids Institute in the development of the resources.