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

| Early Years Learning Framework (EYLF) | National Quality Standard (NQS) |
|--------------------------------------|---------------------------------
| **Outcome 1: Strong sense of identity** | **Quality area 1: Educational program and practice** |
| > Children are developing emerging autonomy, inter-dependence, resilience and sense of agency | 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 |
| **Outcome 3: Children have a strong sense of well-being** | 1.1.2: Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program |
| > Children take increasing responsibility for their own health and physical wellbeing | 1.1.3: All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning |

**Quality area 2: Children's health and safety**

- 2.1.1: Each child's health and physical activity is supported and promoted
- 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
- 2.1.2: Effective illness and injury management and hygiene practices are promoted and implemented
- 2.1.3: Healthy eating and physical activity are promoted and appropriate for each child

**Quality area 3: Physical environment**

- 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
- 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

**Quality area 6: Collaborative partnership with families and communities**

- 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
- 6.1.3: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
- 6.2.3: The service builds relationships and engages with its community

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### Australian Curriculum

#### Health and physical education

**Strand: Personal, social and community health**
- Sub-Strand: Being healthy, safe and active
- Sub-Strand: Communicating and interacting for health and wellbeing
- Sub-Strand: Contributing to healthy and active communities

**Strand: Movement and physical activity**
- Sub-Strand: Moving our body
- Sub-Strand: Learning through movement
- Sub-Strand: Understanding movement

### Australian Professional Standards for Teachers (AITSL)

#### Standard 1: Know students and how they learn
- 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

#### Standard 2: Know the content and how to teach it
- 2.3: Curriculum, assessment and reporting

#### Standard 3: Plan for and implement effective teaching and learning
- 3.6: Evaluate and improve teaching programs

#### Standard 5: Assess, provide feedback and report on student learning
- 5.4: Interpret student data

#### Standard 6: Engage in professional learning
- 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

#### Standard 7: Engage professionally with colleagues, parents/carers and the community
- 7.3: Engage with the parents/carers
- 7.4: Engage with professional teaching networks and broader communities

### Australian Professional Standard for Principals

- Leading teaching and learning
- Leading improvement, innovation and change
- Leading the management of the school
- Engaging and working with the community
- Developing self and others