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Module Code:	ONLED15
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Module Title:	Well-being and Resilience in Early Childhood
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Level:	7	Credit Value:	15
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Cost Centre(s):	GAEC	JACS3 code:	X300 / 100457
		HECoS code:	

Faculty	Social and Life Sciences	Module Leader:	Karen Rhys Jones
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Scheduled learning and teaching hours	15 hrs
Placement tutor support	15hrs
Supervised learning eg practical classes, workshops	15 hrs
Project supervision (level 6 projects and dissertation modules only)	15 hrs
Total contact hours	0 hrs
Placement / work based learning	
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Education with Early Childhood	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
N/A

Office use only		
Initial approval:	04/11/2019	Version no: 1
With effect from:	02/03/2020	
Date and details of revision:		Version no:

Module Aims

The aim of this module is to critically analyse and evaluate concepts of well-being and resilience within the context of the student's own cultural background. Students will explore factors and influences inside and outside of educational settings that both positively and negatively impact on well-being and resilience. The module will provide an opportunity for students to demonstrate a critical awareness of theories and models of well-being and resilience. Students will apply their research to their own practice and critically evaluate local and national policies that guide professional practice.

Module Learning Outcomes - at the end of this module, students will be able to

1	Demonstrate a critical awareness of theories and models of well-being and resilience in Early Childhood.
2	Critically examine factors and influences inside and outside of educational settings that both positively and negatively impact on well-being and resilience in Early Childhood.
3	Critically evaluate local and national policies guiding professional practice within the context of the student's own cultural background.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
CORE ATTRIBUTES	
Engaged	I, A
Creative	I, A
Enterprising	I
Ethical	I
KEY ATTITUDES	
Commitment	I, A
Curiosity	I, A
Resilient	I
Confidence	I, A
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	I, A
Organisation	I, A
Leadership and team working	I
Critical thinking	I, A

Emotional intelligence	I
Communication	I, A
Derogations	
N/A	

Assessment:			
Indicative Assessment Tasks:			
<ol style="list-style-type: none"> 1. A critical illustration of two contrasting theories and models of well-being and resilience (600 words) 2. A scripted presentation demonstrating a critical engagement with factors and influences inside and outside of educational settings that both positively and negatively impact on well-being and resilience (900 words) 3. A professional portfolio demonstrating local and national policies guiding professional practice within the context of the student's own cultural background. (1,500 words) 			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Poster Presentation	20%
2	2	Presentation	30%
3	3	Portfolio	50%

Learning and Teaching Strategies:
<p>The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.</p> <p>The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.</p>

Syllabus outline:
<p>The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course</p>

and the content used to answer the questions below should be revised each year as appropriate.

- Theories and models of well-being and resilience:
- Concepts of wellbeing including:
 - What is constituted as well-being in the context of childhood?
 - How is well-being measured in childhood?
 - What are the critical issues that influence children's well-being?
 - The nature of the 'well child' in relation to the childhood discourses
- Concepts of resilience including:
 - What are the determinants of resilience in childhood?
 - How do children develop resilience?
 - What are the critical factors that impinge on children's development of resilience?
 - The nature of the 'resilient child' in relation to the childhood discourses.

In exploring these questions, the module will consider a critical understanding of:
The relationship between well-being and resilience in children's everyday lives
How factors and influences positively and negatively impact on wellbeing and resilience
Local, national, UK and European and International (as appropriate) policy, curriculum guidelines, and health and wellbeing initiatives
Professional practice within the context of the student's own cultural background.

Indicative Bibliography:

Essential reading

Burton, M., Pavord, E. and Williams, B. (2014), *An Introduction to Child and Adolescent Mental Health*. London: Sage.

Dowling, M. (2014), *Young Children's Personal, Social and Emotional Development*. Fourth Edition. London: Sage Publications Ltd.

Joslyn, E. (2015), *Resilience in Childhood*. London: Palgrave.

Other indicative reading

Aggleton, P., Dennison, C. and Warwick, I. (eds) (2010), *Promoting Health and Well-Being through Schools*. London: Routledge.

Blackard, S. (2012), *Say What You See for Parents and Teachers*. Austin Texas: Language of Listening.

Blair, M., Stewart-Brown, S., Waterston, T. and Crowther, R. (2010), *Child Public Health*. Second Edition. New York: Oxford University Press.

Boddington, N., King, A. and McWhirter, J. (2014), *Personal, Social, Health and Economic Education in Primary Schools*. London: Sage.

Bradshaw, J. (2016), *The Well-Being of Children in the UK*. Fourth Edition. London: Policy Press.

Daniel, B. and Wassell, S. (2002), *The Early Years: Assessing and Promoting Resilience in Vulnerable Children 1*. London: Jessica Kingsley Publishing.

Delaney, M. (2009), *Teaching the Unteachable*. London: Worth Publishing.

Geddes, H. (2006), *Attachment in the Classroom*. London: Worth Publishing Ltd.

Gilligan, R. (2009), *Promoting Resilience*. London: BAAF.

Jenson, J.M. and Fraser, M.W. (2015), *Social Policy for Children and Families: a risk and resilience perspective*. 3rd Ed. Los Angeles: SAGE.

Luxmoore, N. (2015), *Essential Listening Skills for Busy School Staff: What to say when you don't know what to say*. London: Jessica Kingsley Publishing.

Manning-Morton, J. (2014), *Exploring Well-Being in the Early Years*. London: Open University Press.

Marshall, N. (2014), *The Teacher's Introduction to Attachment*. London: Jessica Kingsley.

McAuley, C. and Rose, W. (2010), *Child Well-Being: Understanding Children's Lives*. London: Jessica Kingsley Publishers.

Pearce, C. (2010), *A Short Introduction to Promoting Resilience in Children*. London: Jessica Kingsley Publications Ltd.

Roberts, R. (2010), *Well-Being from Birth*. London: Sage Publications Ltd.

Rose, J., Gilbert, L. and Richards, V. (2015), *Health and Well-Being in Early Childhood*. London: Sage Publications Ltd.

Seligman, M. (2007), *The Optimistic Child: A Proven Program to Safeguard Children Against Depression and Build Lifelong Resilience*. US Imports.

Siegel, D. (1999), *The developing mind: How relationships and the brain interact to shape who we are*. New York: Guilford Press.

Street, K. (2014), *School as a Secure Base*. Driffield: Worth Publishing Ltd.

White, J. (2011), *Exploring Well-Being in Schools: a guide to making children's lives more fulfilling*. London: Routledge.