

Module Title:	Diversity, equality inclusion in early childhood practice
Language of Instruction:	English
Credits:	5
NFQ Level:	6
Module Delivered In	2 programme(s)
Teaching & Learning Strategies:	A variety of teaching and learning strategies, including lectures, videos, case studies, class discussions, and written tasks will be used throughout this module. Students active participation will be encouraged to develop analytical and communication skills required throughout all areas of Higher Education. The module will be supported with on-line learning materials through Blackboard and students will be expected to engage in self-directed learning to deepen their understanding of the module
Module Aim:	The aim of this module is to enable students to develop knowledge and skills that supports diverse, equitable and inclusive practice in Early Childhood Education in relation to children, their families and practitioners.
Learning Outcomes	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Examine the concepts of diversity, equality and inclusion
LO2	Critically discuss the place of legislation and policy in promoting diversity, equality and inclusion
LO3	Explore the principles of gender friendly early childhood settings
LO4	Discuss how diversity, equality and inclusive practices could be implemented in early childhood practice
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
Incompatible Modules <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
Co-requisite Modules	
No Co-requisite modules listed	
Requirements <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

Module Content & Assessment

Indicative Content
Key concepts Defining diversity, equality and inclusion, the development of the concepts, dimensions of equality, equality versus equity and inclusion versus integration
Policy and legislation The Equality Act, The UNCRC, Siolta Standard 1, Aistear – Identity and belonging, AIMS, Diversity, Equality and Inclusion Charter and Guidelines for ECCE
Gender Friendly what is gender, unconscious bias, children's books and films, the toy industry, advertising
Professional practice The anti-bias curriculum and Tourist Curriculum, creating environments that support diversity, equality and inclusion, recognising challenges to promoting diversity, equality and inclusion in practice, professional codes; article 2 and article 29 of the UNCRC; UNCPD (Convention on Persons with Disabilities), Traveller history (article 30); Traveller Culture and History in Education .

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Essay	Two part essay: Part 1: Context for provision of diversity, equality and inclusion in Early Childhood Education Part 2: Critical reflection on provision of diversity, equality and inclusion in Early childhood settings	1,2,3,4	100.00	n/a

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

Workload: Full Time		
Workload Type	Frequency	Average Weekly Learner Workload
Lecture	12 Weeks per Stage	2.00
Independent Learning	15 Weeks per Stage	6.73
Total Hours		125.00

Workload: Part Time		
Workload Type	Frequency	Average Weekly Learner Workload
Lecture	Every Week	1.50
Independent Learning Time	Every Week	11.00
Total Hours		12.50

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_HHECE_B	Bachelor of Education (Honours) in Early Childhood Education and Practice	4	Mandatory
CW_HHECE_D	Bachelor of Education in Early Childhood Education and Practice	4	Mandatory