Module Title:	Supervision and Mentorship
Language of Instruction:	English

Credits:	5

NFQ Level:	8

Module Delivered In	1 programme(s)

Teaching & Learning Strategies:	Learners will engage in a variety of teaching and learning methods, such as videos, problem solving exercises, case studies, class discussions, role play and written tasks. Active participation will be encouraged to develop analytical and communication skills. The module will be supported with on-line learning materials through Blackboard, and students will be expected to engage in self-directed learning to develop autonomous learning and work practices.

Module Aim:	The module aims to introduce learners to theory and practice in supervision and mentorship of staff, both experienced and newly-qualified, and students. Learners will develop their understanding of the importance of effective supervision and mentorship in advancing the profession of early childhood.

Learning Outcomes	
On successful completion of this module the learner should be able to:	
LO1	Understand the purpose and benefits of effective supervision and mentorship
LO2	Analyse the processes and relationships in supervision and mentorship
LO3	Demonstrate the knowledge and skills to design and implement effective supervision and mentoring policies and practices
LO4	Critically reflect on their own placement experiences to identify useful criteria for induction programmes, in relation to students and newly qualified staff

Pre-requisite learning
Module Recommendations *This is prior learning (or a practical skill) that is recommended before enrolment in this module.*
No recommendations listed
Incompatible Modules *These are modules which have learning outcomes that are too similar to the learning outcomes of this module.*
No incompatible modules listed
Co-requisite Modules
No Co-requisite modules listed
Requirements *This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.*
No requirements listed

Module Content & Assessment

Indicative Content

Purpose and benefits
• Introduction to models, learning theories and sources of support & their application to an early childhood context • Functions of supervision [Educational, Supportive, Administrative, Mediation] • Significance of supervision and mentorship in achieving quality and inclusive practice [Early Years Regulations, Quality Regulatory Framework, Síolta National Quality Framework & Better Start Programme] • Systemic impact of effective supervision and mentorship

Processes and relationships
• The mentoring cycle -Moving through the phases [Clutterbuck] • Dynamics of supervision/ mentoring relationships [Kadushin, Hawkins & Shohet, Wonnacott] • Boundaries and expectations [Shared responsibilities-Participation- Preparedness- Responsiveness] • Qualities and skills of supervisor/ mentor [Leadership-Interpersonal-Empathy and Self Awareness] • Stages of professional development [Hawkins and Shohet] • Tailoring support for professional learning needs • Facilitating the integration of theory & practice and critical reflection [Kolb's experiential learning cycle] • Giving and receiving feedback [Formal/Informal]

Implementation
• Support and supervision policy • Features of learning contracts • Setting goals and objectives and developing strategies for their measurement • Effective preparation for supervision • Scheduling, frequency and time limits of meetings • Joint agenda setting • Templates for recording and reporting

Induction
Students • Prioritising critical information • Clear boundaries and expectations • Acculturation Newly qualified professionals • Rationale for induction support • Common issues, experiences and needs of newly qualified and early career educators

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Case Studies	Learners must apply learning & devise a mentoring plan in response to case study	1,2,3	50.00	n/a
Reflective Journal	Self assess skills, qualities as mentor and mentee	2	20.00	n/a
Reflective Journal	Written reflection Critically reflect on their own placement experiences to identify useful criteria for induction programmes, in relation to students and newly qualified staff	4	30.00	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 Time	15 Weeks per Stage	6.73
	Total Hours	125.00

Workload: Part Time

Workload Type	Frequency	Average Weekly Learner Workload
Independent Learning Time	15 Weeks per Stage	7.13
Lecture	12 Weeks per Stage	1.50
	Total Hours	125.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_HHECE_B	[Bachelor of Education (Honours) in Early Childhood Education and Practice](#)	7	Mandatory