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| Module Title: | Supporting Families and Communities |
| Language of Instruction: | English |
| Credits: | 10 |
| NFQ Level: | 8 |
| Module Delivered In | 1 programme(s) |
| Teaching & Learning Strategies: | 1. Lectures to disseminate knowledge, practices and current thinking in the area of working with families and communities 2.Small and large group discussion and debate to support the development of analytical and trans-formative and multi perspective thinking 3. E learning to facilitate students to engage with material at a range of times to suit their learning needs and schedules 4 self directed independent learning - to enable students build on their own autonomy, self assessment skills and competencies. |
| Module Aim: | To provide students with an understanding of the diversity and challenges on contemporary parenting. To provide students with knowledge in relation to ensuring the well being and safety of children and adults in ELC environments. To educate students on the importance of the parental role in ELC .To look at national and international models of effective practice. |
| Learning Outcomes | |
| <i>On successful completion of this module the learner should be able to:</i> | |
| LO1 | Conceptualise ECEC and School Aged Childcare (SAC) as a community service |
| LO2 | Involve parents as partners in ECEC. |
| LO3 | Examine the dynamics involved in contemporary parenting |
| LO4 | Evaluate the impact of issues around risk ,resilience , vulnerability and family context on outcomes for children. |
| LO5 | Critically evaluate The Aistear, Siolta Practice Guide, The diversity and Inclusion charter and guidelines for early childhood care and education its application to current best practice principles supporting families. |
| 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

Aistear (principle 5) & Siolta (Standard 1, 2, 3, 4, 13, 16)

Principles of community work Community expectations of Aistear (principle 5) & Siolta (Standard 16) Transition to school (Siolta standard 13)

PARENTAL INVOLVEMENT IN EARLY YEARS LEARNING

Parents as partners in learning. The rationale for partnership with parents. Research Informed practice principles in relation to partnership. Increasing involvement –the child -parent EYP triangle, the PEAL approach.

Parenting in Contemporary Society.

Constructing Motherhood & Fatherhood Parenting: styles & nature. Impact of family life cycle Theories of Attachment, Changing demographic patterns and its implications for practice.

Risk, Resilience and Vulnerability

Developing childhood resilience, Werner's model of resilience, Daniel et. al mode of resilience. The nature, extent, implications for parents and children and models of intervention for the following social contexts: Bereavement and Loss. Parental Difficulties: Mental illness Families living with addiction, Child abuse and the importance of Safeguarding in ECEC Practice. Intimate partner violence. Divorce and Separation and the subsequent influence on families and communities.

ECEC AS A COMMUNITY SERVICE

ECEC as a Community Based Service Critically evaluate The Aistear Siolta Practice Guide, Relevant regulations. The diversity and Inclusion charter and guidelines for early childhood care and education its application to current best practice principles in supporting families.

| Assessment Breakdown | % |
|-----------------------|---------|
| Continuous Assessment | 100.00% |

Continuous Assessment

| Assessment Type | Assessment Description | Outcome addressed | % of total | Assessment Date |
|-----------------|---|-------------------|------------|-----------------|
| Other | Students will be required to demonstrate clear application of knowledge to written assignments covering learning outcomes 1-5. These may take the form of Case studies, written presentations or written assessments. | 1,2,3,4,5 | 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 | | |
|----------------------------|--------------------|--|
| <i>Workload Type</i> | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Lecture | 12 Weeks per Stage | 4.00 |
| Independent Learning Time | 15 Weeks per Stage | 13.47 |
| Total Hours | | 250.00 |

| Workload: Part Time | | |
|----------------------------|--------------------|--|
| <i>Workload Type</i> | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Lecture | 12 Weeks per Stage | 3.00 |
| Independent Learning Time | 15 Weeks per Stage | 14.27 |
| Total Hours | | 250.00 |

Module Delivered In

| Programme Code | Programme | Semester | Delivery |
|----------------|---|----------|-----------|
| CW_HWECE_B | Bachelor of Education (Honours) in Early Childhood Education and Practice | 7 | Mandatory |