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| <b>Module Title:</b>  | Supervised Professional Practice 3   |
| <b>Language of Instruction:</b>   | English  |
| <b>Credits:</b>   | 30   |
| <b>NFQ Level:</b>   | 7  |
| <b>Module Delivered In</b>  | <a href="#">2 programme(s)</a>   |
| <b>Teaching &amp; Learning Strategies:</b>  | <p>T&amp;L Strategies include • Workshop discussion- Communication of knowledge and ideas between the lecturer and students • Problem Solving Exercises and Case Studies– Learners will work both individually and as part of a group to resolve a variety of scenarios relating to early childhood practice. • Class Discussion/Debate - Learners will be encouraged to actively participate in the class sessions which will develop their analytical and communication skills. • E-Learning – It is envisaged that the module will be supported with on-line learning materials. • Self-Directed Independent Learning – the emphasis on independent learning will develop a strong and autonomous work and learning practices</p> |
| <b>Module Aim:</b>  | <p>The aim of this module is to assist learners to develop personally and professionally through advanced practice opportunities and critically reflecting on changes in their practice in light of current research, theory and policy. Learners will be aware of the relevant tasks, responsibilities, skills and knowledge required of emerging professionals in the field. This module aims to bring together, in a supervised professional practice setting, accumulated programme learning.</p>  |
| <b>Learning Outcomes</b>  |  |
| <i>On successful completion of this module the learner should be able to:</i>                                       |  |
| LO1   | Show, through participatory practice how to support children's learning using an emerging interest and inquiry based curriculum  |
| LO2   | Promote children's development and wellbeing by planning appropriate and inclusive learning environments (indoor and outdoor)  |
| LO3   | Participate in peer learning and group discussion regarding professional issues that emerge from practising in diverse contexts with babies, toddlers, young children and school aged children.  |
| LO4   | Take a critical and self-reflective approach to their own professional practice, examining the social, ethical and political implications of their role.   |
| <b>Pre-requisite learning</b>   |  |
| <b>Module Recommendations</b>   |  |
| <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>           |  |
| No recommendations listed   |  |
| <b>Incompatible Modules</b>   |  |
| <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i> |  |
| No incompatible modules listed  |  |
| <b>Co-requisite Modules</b>   |  |
| No Co-requisite modules listed  |  |
| <b>Requirements</b>   |  |
| <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

#### Workshop participation and discussion

Workshops to provide a space for discussion and peer-learning before and after supervised professional practice placement in relation to professional issues

#### Emerging interest and inquiry based curriculum (EIBC)

• Using the Aistear Siolta Practice Guide, theory and research to inform EIBC practice • Pedagogical framing • Cycle of Planning and Assessing • Invitations and provocations • Pedagogical documentation

#### Learning environments

• Role of the adult in creating a learning climate that fosters wellbeing and involvement • Potentiating learning environments- 'The Third Teacher'

#### Critically reflective practice

• Examining our assumptions, beliefs and values in relation to our practice. • Professional judgement and self efficacy

### Assessment Breakdown

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

### Continuous Assessment

| Assessment Type | Assessment Description   | Outcome addressed | % of total | Assessment Date |
|-----------------|--|-------------------|------------|-----------------|
| Other           | Learners are assessed via three components. These components are i) Minimum 80% attendance at SPP2 workshops; ii) A 'Pass' in relation to professional practice placement; iii) A mark of not less than 40% in the SPP2 portfolio. The portfolio consists of reflective activities, to be submitted at regular intervals throughout the placement. | 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**

| <b>Workload: Full Time</b> |                    |  |
|----------------------------|--------------------|--|
| <i>Workload Type</i>       | <i>Frequency</i>   | <i>Average Weekly Learner Workload</i> |
| Tutorial                   | 12 Weeks per Stage | 1.67                                   |
| Work - based Learning      | 12 Weeks per Stage | 33.33                                  |
| Total Hours                |                    | 420.00                                 |

  

| <b>Workload: Part Time</b> |                    |  |
|----------------------------|--------------------|--|
| <i>Workload Type</i>       | <i>Frequency</i>   | <i>Average Weekly Learner Workload</i> |
| Tutorial                   | Every Week         | 3.00                                   |
| Work - based Learning      | 12 Weeks per Stage | 22.08                                  |
| Total Hours                |                    | 268.00                                 |

**Module Delivered In**

| Programme Code | Programme   | Semester | Delivery  |
|----------------|---|----------|-----------|
| CW_HWECE_B     | <a href="#">Bachelor of Education (Honours) in Early Childhood Education and Practice</a> | 6        | Mandatory |
| CW_HWECE_D     | <a href="#">Bachelor of Education in Early Childhood Education and Practice</a>           | 6        | Mandatory |