Module Title:	Leadership in Early Childhood Education
Language of Instruction:	English

Credits:	10

NFQ Level:	8

Module Delivered In	1 programme(s)

Teaching & Learning Strategies:	Lecture. Presentation. Discussion. Case Study. collaboration and Group Activities. Observation and Analysis of Video clips. Guest Speaker. Reflection. Enquiry based learning. Feedback on learning activities.

Module Aim:	This aim of this module is to engage the learner with the knowledge, concepts and practice opportunities with regard to Pedagogical Leadership in Early Childhood Settings. Communication, intrapersonal and interpersonal skills are explored with regard to working with families, communities and other professionals and agencies. The positioning of the practice of leadership in Early Childhood education in the context of current policy developments is also explored.

Learning Outcomes
On successful completion of this module the learner should be able to:

LO1	Explore the roles and responsibility necessary for quality pedagogical leadership.
LO2	Demonstrate an understanding of the application of Siolta and Aistear in an Early Childhood Setting and reflect on its effectiveness.
LO3	Reflect on the role of the leader in supporting the learning of the children, parents and families and communities living in challenging social and economic circumstances.
LO4	Analyse the role of the pedagogical leader when interacting with other professionals and support agencies.
LO5	Critique current practice in early childhood education and care to include emerging critical discourses.
LO6	Analyse the interrelationship of issues presented in other modules in relation to Ethical Practice, Emerging Issues in Early Childhood practice, Supervision and Mentorship and Regulation and Inspection.

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
Roles and responsibilities of quality pedagogical leadership. • Leadership; principles & practice • Leadership; roles and responsibilities • Building a team • Listening for the voice of the child in practice • Communication within teams • Dealing with uncertainty and unpredictability • Deconstructing and co-constructing approaches to practice • Leading for continuous quality improvement • Leading for team wellbeing • Leading, supporting and empowering the Key Worker • Leadership and reflective practice
Leading the application of Siolta and Aistear • Leading the educational implementation of Aistear, Siolta in the context of First 5. • Leading curriculum development • Co-constructing democratic practices through agreed practice and documentation • Building a strategic approach to the use of supporting learning techniques • Leadership and the development and implementation of policies, procedures and practices • Leading children and families through transitions • Leading for reflective practice
Educational leadership and supporting families • Educational leadership and support of families experiencing poverty, homelessness, drug use, the prison service and those asylum seeking and refugees • Listening to and coming to an understanding of the culture and challenges of families in challenging situations in the content of supporting learning and advocating for them.
Interacting with other professionals and support agencies. •. Forming and supporting communities of practice • Developing co-professional dialogue • Leading the team in a multi-agency context o the role of communication, report writing and shared responsibility
Current practice and emerging critical discourses. • New directions in leadership and early childhood services • Distributed leadership • 'Room' leadership • Considering differing types of early childhood provision: • Private • Community • Attached to schools • Hospital
Capstone • Analyse the interrelationship of issues presented in other modules in relation to Leadership and Ethical Practice. • Emerging Issues in Early Childhood practice. • Supervision and Mentorship and Regulation and Inspection.

Assessment Breakdown	%
Continuous Assessment	50.00%
End of Module Formal Examination	50.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Essay	The learner will be invited to complete an essay type assignment showing the achievement of Learning Outcomes 1, 2 and 3.	1,2,3	50.00	n/a

No Project

No Practical

End of Module Formal Examination				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Formal Exam	The end of semester formal assessment will be a timed formal examination covering the Learning Outcomes 4, 5, and 6.	4,5,6	50.00	End-of-Semester

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	4.00
Independent Learning Time	15 Weeks per Stage	13.47
	Total Hours	250.00

Workload: Part Time		
Workload Type	*Frequency*	*Average Weekly Learner Workload*
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