

<b>Module Title:</b>	Emerging Issues in Early Childhood Education: Theory and Practice
<b>Language of Instruction:</b>	English
<b>Credits:</b>	5
<b>NFQ Level:</b>	8
<b>Module Delivered In</b>	<a href="#">1 programme(s)</a>
<b>Teaching &amp; Learning Strategies:</b>	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.
<b>Module Aim:</b>	As this module is presented in the final year of the programme, its aim is to ensure that the learners are fully conversant with the most up-to-date range of topics as applied to early childhood research, policy, theory, and practice nationally and internationally.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Identify and analyse current policy and research developments in Ireland
LO2	Trace the relationship between the emergence of professionalism and quality.
LO3	Identify and analyse current policy and research developments internationally
LO4	Demonstrate an understanding of the role of advocacy and collaborations in supporting children's learning and development to the wider community and society in general.
<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

#### Developments in Ireland

Consideration of the role of key government and other agencies in the development of early childhood policy and practice: e.g. Dept of Children, Equality, Disability, Inclusion and Youth; Dept of Education and Skills; TUSLA Child and Family Agency. Early Childhood Ireland; Better Start; Children's Rights Alliance; Pobal. Hub na nOg.

#### Identification of key research projects and agencies

• Consideration of the role of key government and other agencies in the funding, development and dissemination of research: e.g. Growing up in Ireland, Educational Research Centre. Katherine Howard Foundation, Child Development Initiative. The Joseph Rowntree Foundation.

#### Professionalism and quality

• The evolving role of the professional in early childhood • Recent innovations with regard to ethical practice, workforce development, quality standards. Development of new strategy documents. Analysis of implementation of identified strategies: e.g. Literacy and Numeracy Strategy, Workforce Development Plan

#### Developments internationally

• Consideration of the role of key international and other agencies in the development of early childhood policy and practice: The European Commission, UNICEF, Eurofound, OECD, Exploration of Sustainable Development Goals, Climate Education. Environmental Education

#### Advocacy and collaboration

• Characteristics of advocacy • Characteristics of advocacy • Volunteering for collaboration e.g. County Childcare Committees • Networking: The Wheel; Board Match. Professional associations and organisations

Assessment Breakdown	%
Project	100.00%

No Continuous Assessment

### Project

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	Learners will be invited to identify a strategic policy and development and trace its trajectory from international conception to local implementation.	1,2,3,4	100.00	n/a

No Practical

No End of Module Formal Examination

No Continuous Assessment

### Project

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	Learners will be invited to identify a strategic policy and development and trace its trajectory from international conception to local implementation.	1,2,3,4	100.00	n/a

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
Lecture	12 Weeks per Stage	1.50
Independent Learning Time	15 Weeks per Stage	7.13
Total Hours		125.00

**Module Delivered In**

Programme Code	Programme	Semester	Delivery
CW_HWECE_B	<a href="#">Bachelor of Education (Honours) in Early Childhood Education and Practice</a>	7	Mandatory