

<b>Module Title:</b>	Pedagogy & Curriculum
<b>Credits:</b>	10
<b>NFQ Level:</b>	7
<b>Module Delivered In</b>	No Programmes
<b>Module Aim:</b>	The aim of this module is to explore a variety of curriculum approaches in support of children's learning
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Compare the characteristics and practice of differing curricula.
LO2	Investigate, discuss and describe the features of international curricula that have influenced the development of Aistear
LO3	Analyse the role of interactions in supporting learning
LO4	Examine the role of the environment in supporting learning
LO5	Research the underlying principles in the formulation of Siolta: The National Quality Framework for Early Childhood Education
LO6	Demonstrate an ability to use a range of assessment methods to document children's learning.
LO7	Demonstrate the importance of integrated planning for and documentation of children's learning
LO8	Demonstrate the ability to plan, implement, record, report and reflect on small group learning activities in practice.
<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
<b>Topic: Models of Curriculum</b> Montessori Froebel Steiner High/Scope Early Start (Ireland) Reggio Emilia Te Whariki
<b>Topic: Planning for Learning (to include Aistear: Guidelines for Good Practice)</b> The Role of the Adult in Supporting Learning Parents and Practitioners working together Learning and Developing through Interactions Planning the Environment for Learning
<b>Topic: Introducing Siolta: The National Quality Framework for Early Childhood Education</b> Context Development Characteristics Assessing and Supporting Quality
<b>Topic: Supporting Learning and Development through Assessment (to include Aistear: Guidelines for Good Practice)</b> Portraiture Study Learning Stories
<b>Topic: Understanding and using the Aistear</b> Research Papers Principles Themes Aims & Learning Goals Planning for Learning (to include Aistear; Use Guide) Making long-term and short-term plans Lesson Planning Preparation 'Doing' Documenting (Suggestions for meeting the requirements of Article 5 of the Preschool Regulations 2006)

Assessment Breakdown	%
Continuous Assessment	60.00%
End of Module Formal Examination	40.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Other	Supporting Learning Project	3,4,6,7,8	40.00	n/a
Essay	Assignment	1,2,4	20.00	n/a

No Project

No Practical

End of Module Formal Examination				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Formal Exam	No Description	1,2,3,4,5,6,7,8	40.00	End-of-Semester

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>
Lecture	30 Weeks per Stage	2.00
Practicals	30 Weeks per Stage	1.00
Estimated Learner Hours	30 Weeks per Stage	2.67
Total Hours		170.00

  

<b>Workload: Part Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	1.50
Total Hours		1.50

