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| 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 | |
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| <i>On successful completion of this module the learner should be able to:</i> | |
| 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 |
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| 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

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 • 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 | | |
|----------------------------|--------------------|--|
| <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_HHECE_B | Bachelor of Education (Honours) in Early Childhood Education and Practice | 7 | Mandatory |