CHLD C1702: Early Childhood Education and Practice

Module Title:	Early Childhood Education and Practice
Language of Instruction:	English

Credits:	10

NFQ Level:	6

Module Delivered In	2 programme(s)

Teaching & Learning Strategies:	Lecture Role Play Case Study Directed Reading Self-directed learning Blended Learning Videos and podcasts

Module Aim:	This module aims to introduce learners to the foundational concepts, principles and traditions in early childhood education which have influenced contemporary practice with babies and young children. It also aims to provide students with a strong understanding of the themes, principles and aims of Aistear and the standards of Siolta.

Learning Outcomes	
On successful completion of this module the learner should be able to:	
LO1	Outline the influence of European philosophers and education pioneers on the development of Early Childhood Education and Practice.
LO2	Outline the history of Early Childhood Education and Practice from an Irish perspective
LO3	Describe the influence of the UNCRC on contemporary Irish law, policy and early childhood practice.
LO4	Explain the core principles of Early Childhood Education and Practice with reference to the national curricular and quality frameworks Aistear and Siolta
LO5	Discuss the centrality of play for babies, toddlers and young children learning and development
LO6	Reflect on the development of their professional identity as educators of babies, toddlers and young children.

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

CHLD C1702: Early Childhood Education and Practice

Module Content & Assessment

Indicative Content
Influence of European Philosophers and Education Pioneers Key philosophers and educational pioneers: Comenius, Locke, Rousseau, Pestalozzi, Froebal, Steiner, Susan Isaacs, Margaret and Rachel McMillan, Montessori, Malaguzzi. Influences on contemporary practice
History of Early Childhood Education from an Irish Perspective Influence of European ideas since 17th century on Irish Early Childhood provision. Changing constructions of the child and childhoods; debates and different curricular approaches for young children; evolution of early childhood education and care and influences on contemporary practice.
Introduction to Children's rights Early children's rights pioneers - Janusz Korczac, Ellen Key, Eglantyne Jebb. History of children's rights movement in 20th century. Key principles and provisions of the UNCRC, influence on Irish law and policy, child-rights based approach in early childhood education and care contexts, models of child participation-Shier, Lansdown, Lundy, Lancaster. Participatory practices in early childhood settings. Connecting theory and practice.
Learning through play for babies, toddlers and young children Theories, types, stages, patterns and purposes of play both indoors and outdoors. Introduction to playful, nurturing interactions with babies; Magda Gerber, educare, Elinor Goldschmeid, treasure baskets, heuristic play, key person approach. Learning through play, Tina Bruce, loose parts play, early literacy and numeracy, the role of the adult (parent and early childhood educator).Connecting theory and practice
Core Principles of Aistear and Siolta Uniqueness and centrality of early childhood as a distinct phase; the individuality of the child; nurturing child's sense of identity and belonging; child-centred learning; play and holistic learning and development; partnership with families, active hands-on learning, enquiry-based learning based on child's interests, diversity, equality and inclusion, respectful, reciprocal relationships, safety, wellbeing and welfare of children; core themes, aims and goals of Aistear and application in practice; Core principles and standards of Siolta. Connecting theory and practice
Introduction to Reflective practice Introduction to code of professional responsibilities and ethics. Perspectives on high quality care, education and practice. Reflecting on the complex roles and responsibilities of the early childhood educator. Principles and functions of reflective practice; continuous review and evaluation of learning; theory, knowledge, practice, influence of Dewey; Application to practice using reflective practice cycles: Schon; Gibbs; Reflective writing style.

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*
Project	Group project and individual reflection	4,5,6	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	No Description	1,2,3	50.00	End-of-Semester

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

CHLD C1702: Early Childhood Education and Practice

Module Workload

Workload: Full Time		
Workload Type	*Frequency*	*Average Weekly Learner Workload*
Lecture	12 Weeks per Stage	4.00
Project	15 Weeks per Stage	3.20
Independent Learning Time	15 Weeks per Stage	11.07
	Total Hours	262.00

Workload: Part Time		
Workload Type	*Frequency*	*Average Weekly Learner Workload*
Lecture	12 Weeks per Stage	3.00
Project	15 Weeks per Stage	2.40
Independent Learning Time	15 Weeks per Stage	11.87
	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	1	Mandatory
CW_HWECE_D	Bachelor of Education in Early Childhood Education and Practice	1	Mandatory