H6FECEC: Foundations of Early Childhood Education and Care

Module Code:	H6FECEC
Long Title	Foundations of Early Childhood Education and Care APPROVED
Title	Foundations of Early Childhood Education and Care
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	10
Module Coordinator:	Meera Oke
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Identify and trace the historical roots of the development of Early Childhood Education and Care.
LO2	Develop an awareness of a range of curricula and pedagogical approaches in Early Childhood Education and Care in Ireland and internationally.
LO3	Demonstrate an awareness of the diversity and range of provision of services in Early Childhood Education and Care.
LO4	Recognise and identify Early Childhood Education and Care routines of babies, toddlers and young children.
LO5	Demonstrate the role of the Early Childhood Educator in co-construction of inclusive Early Childhood Education and Care Environments.

Dependencies
Module Recommendations
No recommendations listed
Co-requisite Modules
No Co-requisite modules listed
Entry requirements

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Module Content & Assessment

Indicative Content

Why Early Childhood Education and Care? (Week 1)
Tracing historical roots and context of the study of ECEC. Concept of childhood, changing role of women, the emergence of a Human Rights-Based Approach in the context of childhood, including the UN Convention of the Rights of the Child. Concept of ECEC as an intervention/developmental provision. Examining research base for provision of ECEC services. Include EPPE and Yipsilanti study outcomes.

Irish early childhood education and care (Week 2)
Overview of the Irish education system from 1831 including provisions such as formal Infant education in primary school curriculum. National provisions for Delivering Equality of Opportunity in Schools (DEIS) scheme, the Early Start pre-school scheme, Rutland project, Free Pre-school Year (ECCE scheme), Equal Opportunities Childcare Programme 2000 -2006 etc. Development of associations focussing on Early Childhood Education and Care, such as ACP, ECI, IAP etc.

Irish Early childhood education and care Cont. (week 3)
Diversity of provision of services, such as community and private providers, full day-care, sessional services, part-time day-care, Childminding services, after school care etc. National Frameworks for Early childhood – 'Aistear'; 'Siolta'.The development of city and county Child Care Committees, National Children's Strategy in 2000, Early Years Policy Unit, Growing Up in Ireland study etc.

Curriculum and pedagogy in ECEC (Week 4)
Early approaches such as Mc Millian sisters and their open air nursery, Froebel based kinder-garden (1782-1852)

Curriculum and pedagogy in ECEC (Week 5)
Maria Montessori (1870-1952), Waldorf schools and Rudolf Steiner (1861- 1925)

Curriculum and Pedagogy in ECEC Cont. (Week 6)
Current practice – emergent curriculum – Loris Malaguzzi –Reggio

CA Assessment (week 7)
Students are introduced to their CA assessment. Planning, discussion and support offered.

Curriculum and Pedagogy in ECEC (Week 8)
High Scope, Forest Schools, Anti bias curriculum and other experiments in ECEC

Early education and care of babies, toddlers and young children (Week 9)
National Frameworks: Key elements of effective of practice in the education and care of children in ECEC, caring for babies (0-18 months), toddlers (18 months – 36 months), young children (3 to 6 years) underpinned by Síolta standards. Education and care of babies, toddlers and young children underpinned by the themes of Aistear. 'Being and becoming' - recognising the needs of children, inclusive practice, child centred approach, play based curriculum, key person system, interactions.

Diversity and Inclusion in ECEC practice (Week 10)
What is inclusion, diversity, Equality? Recognising and exploring the role of an Early Childhood Educator as a professional providing an inclusive early childhood Education and Care.

Formative feedback and 2nd CA (Week 11)
Presentation of posters to the class.

Working with stakeholders in ECEC (Week 12)
Discussion on how students perceive professional and inclusive practice, the importance of providing a quality services, the impact of professionalism and inclusive on children and their families.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Continuous Assessment	% of total:	50
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		

Assessment Description:
Mind Map: Students will prepare a mind map of the origins of ECEC including its historical roots to current practice, indicating major influences and critical periods.

Assessment Type:	Continuous Assessment	% of total:	50
Assessment Date:	n/a	Outcome addressed:	2,3,4,5
Non-Marked:	No		

Assessment Description:
Reflective Report- Students will prepare a reflective report of services visited through field visits focussing on observations of the type of service, curriculum and pedagogy, routines of children etc.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

Reassessment Description
Students must pass all components of assessment on the module; a component fail leads to a component repeat.

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	Lecture	36	Per Semester	3.00
Independent Learning	Independent Learning	178	Per Semester	14.83
Workbased learning	Workbased Learning	36	Per Semester	3.00
			Total Weekly Contact Hours	6.00

Module Resources

Recommended Book Resources

Centre for Early Childhood Development and Education (CECDE). (2006), Síolta: The National Quality Framework for Early Childhood Education, Centre for Early Childhood Development and Education.

Department of Children and Youth Affairs. (2014), Better Outcomes, Brighter Futures: The National Framework for Children and Young People, DoCYA, Dublin.

Edwards, C., Gandini, L., & Forman, G. (2012), The hundred languages of children, Praeger, Santa Barbara, Calif.

Miller, L., & Pound, L. (2012), Theories and approaches to learning in the early years, 2nd ed. SAGE, Los Angeles.

National Council for Curriculum and Assessment. (2009), Aistear: The Early Childhood Curriculum Framework, National Council for Curriculum and Assessment, Dublin.

Mhic Mhathúna, M., & Taylor, M. (2012), Early Childhood Education & Care, Gill & Macmillan, Dublin.

National Council for Curriculum & Assessment. (2009), Aistear: The Early Childhood Curriculum Framework, NCCA, Dublin.

Supplementary Book Resources

Hayes, N. (2013), Early years practice: Getting it Right from the Start, Gill Education, Dublin.

This module does not have any article/paper resources

This module does not have any other resources

Discussion Note: