H6CPC: Core Pedagogies and Curriculum in ECEC

Module Code:	H6CPC
Long Title	Core Pedagogies and Curriculum in ECEC APPROVED
Title	Core Pedagogies and Curriculum in ECEC
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	Demonstrate an awareness and understanding of a range of pedagogies and related curricula, philosophies and practices of early childhood education and care both in Ireland and internationally.
LO2	Identify and demonstrate an understanding of the principles underlining pedagogical practice that is highly responsive to individual children's strengths, interests, dispositions and needs.
LO3	Demonstrate the ability to plan for and encourage children's holistic development and learning in Early Childhood.
LO4	Examine the significance of documentation and assessment in children's early learning and development with a strong focus on assessment of and for learning in the early childhood education and care environments.
LO5	Identify pedagogical practices and an understanding of the role of the early childhood educator in supporting transitions and navigating change in the 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

Pedagogies, related curricula, philosophies and practices (week 1)
Identifying the dimensions and the essence of effective pedagogy in early childhood education and care environment that is responsive to children's strengths, interests, dispositions and needs. Recognising a range of pedagogies and related curricula in Ireland and Internationally.

Pedagogies, related curricula, philosophies and practices (Week 2 – 5)
Discussion on a range of philosophies and practices in ECEC environments to include but not limited to; Aistear - NCCA, EYFS – UK, Froebel - Kindergarten, Waldorf - Steiner, Montessori, High/Scope, Loris Malaguzzi -Reggio Emilia, Te Whāriki - New Zealand, Forest Schools, Aldo Fortunati - San Miniato approach.

Development of holistic learning and development (Week 6)
Developing a theoretical framework for understanding the applicability and relevance of Philosophy for Children, for example (P4C) and a 'community of enquiry' underpinned Matthew Lipman, Beista etc.

Documentation and assessment in early childhood education and care (week 7)
Identifying the importance, purpose and types of planning, documentation and assessment (of and for learning) from birth to six supported by Towards a Framework for Early Learning (NCCA) and other relevant Frameworks.

Evaluating learning and development from birth to six (Week 8 & 9)
Observing and evaluating children's learning and holistic development through assessment focusing on individual children's strengths, interests, dispositions and needs. Interconnecting theory, concepts and key principles in providing continuity of learning and development for children.

Understanding transitions and change in practice (week 10)
Understanding the concept of transition. Examining horizontal and vertical transitions in ECEC environments, influence of change upon learning, development and wellbeing. Including concepts, theory and practice.

Pedagogical practices and the role of the Early Childhood Educator in supporting transition and navigating change (week 11 & 12)
Identify in pedagogical practices interconnect the curriculum pillars of Early Childhood Education. For example, nurturing and extending Interactions, supporting transitions, building relationships with all stakeholders, learning through play, creating enabling environments, planning and assessment. Using self-evaluation tools.

Summary and Revision (week 13)
n/a

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Portfolio	% of total:	70
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		

Assessment Description:
Students are required to plan, implement and evaluate a philosophising session with children. Including information on the philosophy and practice utilised in the ECEC environment, a rationale for the chosen stimulus, role of the Early Year's Educator and the effect of transitioning.

Assessment Type:	Presentation	% of total:	30
Assessment Date:	n/a	Outcome addressed:	3,4
Non-Marked:	No		

Assessment Description:
Students are required to deliver a 5/10-minute presentation on their philosophising session including recommendations for future learning and holistic development of children.

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

Malaguzzi, L. (1996), The Hundred Languages of Children, Reggio Children, Reggio Emilia.

Maire Mhic Mhathuna (Editor), Mark Taylor (Editor). Early Childhood Education & Care, Gill & Macmillan Ltd, p.384, [ISBN: 9780717153244].

Nóirín Hayes. (2013), Early Years Practice - Getting It Right from the Start, Gill & Macmillan, Dublin, p.224, [ISBN: 9780717157204].

Hayes, C., Daly, J., Duncan, M., Gill, R., & Whitehouse, A. (2017), Developing as a Reflective Early Years Professional: A Thematic Approach, St Albans: Critical Publishing.

National Council for Curriculum and Assessment. (2015), Aistear / Siolta Practice Guide, NCCA, Dublin.

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

Nutbrown, C. (2011), Key Concepts in Early Childhood Education & Care, Sage, London, [ISBN: 9781849204019].

Centre for Early Childhood Development and Education. (2006), Síolta: The National Quality Framework for Early Childhood Education, http://www.siolta.ie/.

Supplementary Book Resources

Hayes, N. O'Toole, L. & Halapenny, A. (2017), Introducing Bronfenbrenner, Rutledge, New York.

Tina Bruce. (2010), Early Childhood, SAGE Publications, p.430, [ISBN: 9781848602243].

Freudenberger-Lotz, P., & Buttner, G. (2015), Children's voices, Kassel Univ. Press, Kassel.

This module does not have any article/paper resources

Other Resources

[Website], Early Childhood Ireland,
http://www.eci.ie

[Website], Aistear/Síolta Practice Guide,
http://www.aistearsiolta.ie/en/

[Website], Children's Database,
http://www.childrensdatabase.ie

[Website], Department of Education and Skills,
https://www.education.ie

[Website], Philosophy for Children,
https://p4c.com/

Discussion Note: