H6ORP_P: Placement: Observation and Reflection in ECEC Practice

Module Code:	H6ORP_P
Long Title	Placement: Observation and Reflection in ECEC Practice APPROVED
Title	Placement: Observation and Reflection in ECEC Practice
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	Illustrate an awareness through observations of diversity and plurality in development, language learning and literacies.
LO2	Recognise and display essential ethical considerations and approaches to working with children, including child protection and well-being.
LO3	Develop a reflective stance in diverse early childhood environments.
LO4	Recognise and demonstrate an understanding of the holistic nature of learning and development in Early Childhood.

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

Identify ethical reflective practice in Early Childhood and Care environment through Observations
Observation of and reflection on how the core principles of early childhood education underpinned by National frameworks such as Aistear and Siolta. Recognising child-centred, democratic, rights-based and ethical practice. Developing values and attitudes required of the reflective early childhood educator. Students will begin the development of writing a reflective journal.

Recognise how to plan for diversity, plurality, inclusion in learning and practice in ECEC environments.
Observation of and reflection on practice in ECEC - play, creativity, music, art, drama, problem-solving, early language, literacy and mathematics are supported through observation, planning and assisting curriculum implementation in practice. How planning is differentiated for the various emerging interests and strengths of the children.

Recognise common aspects in relation to child health nutrition and well-being.
Observation of preparing a healthy holistic development. Considering nutrition, exercise, conditions such as high temperatures, prevention of infectious diseases, awareness of hygiene practices and infant care needs. Reflection on personal learning in this area.

Illustrate the elements involved in protecting children
Observation of working within a setting's policies and procedures in relation to Children First and other statutory regulations to provide a safe environment, assessing risk, reporting and inter-professional collaboration. Reflection on personal learning in this area.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Portfolio	**% of total:**	100
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4
Non-Marked:	No		

Assessment Description:
Students will develop a portfolio of observations and reflections.

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	12	Per Semester	1.00
Lecturer Supervised Learning	Placement Mentoring	24	Per Semester	2.00
Independent Learning	Independent Learning	114	Per Semester	9.50
Workbased learning	Workbased Learning	100	Per Semester	8.33
			Total Weekly Contact Hours	11.33

Module Resources

Recommended Book Resources

Fawcett, M. (2009), Learning through Child Observation, 2nd ed. Kingsley Publishers, London.

Fawcett, M. (2016), Learning though Child Observations, 3rd ed. Kingsley Publishers, London.

Carr, M. (2001), Assessment in Early Childhood Settings: Learning Stories, Sage Publications, London.

Carr, M. & Lee, W. (2012), Learning Stories: Constructing Learner Identities in Early Education, Sage Publications, London.

Bolton, G. & Delderfield, R. (2018), Reflective Practice- Working and Professional Development, Sage, London.

Formosinho, J. & Peeters, J. (2019),) Understanding Pedagogic Documentation in Early Childhood Education, Rutledge, London.

Supplementary Book Resources

Brooker, L. and Edwards, S. (2010), Engaging Play, Open University Press Maidenhead.

Malaguzzi, L. (1998), The Hundred Languages of Children, Reggio Children, Reggio Emilia, Elsevier Science, p.520, [ISBN: 978156750311].

Máire Mhic Mhathúna,Mark Taylor. (2012), Early Childhood Education and Care, Gill Education, p.224, [ISBN: 9780717153244].

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

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

Cathy Nutbrown. (2011), Key Concepts in Early Childhood Education and Care, SAGE Publications, p.176, [ISBN: 9781849204019].

Professor Tina Bruce (Editor). (2013), Early Childhood, Sage Publications Ltd, p.440, [ISBN: 9781848602243].

This module does not have any article/paper resources

Other Resources

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

Discussion Note: