

## H7CFSS: The Child Family and Society - Stakeholders in ECEC

Module Code:	H7CFSS
Long Title	The Child Family and Society - Stakeholders in ECEC <b>APPROVED</b>
Title	The Child Family and Society - Stakeholders in ECEC
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	Meera Oke
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner will be able to:</i>	
<b>#</b>	<b>Learning Outcome Description</b>
LO1	Develop critical reflection on concepts such as childhoods, children's rights, the sociology of childhood.
LO2	Understand how early childhood education and care is influenced by national policy, parental expectations and children's rights.
LO3	Demonstrate knowledge of historical and contemporary Irish and international policy relevant to working with children, families and communities.
LO4	Identify the key influencers on social policy that relates to work with children and families.
LO5	Critically review the role of families and communities to children's early learning and development.
LO6	Demonstrate knowledge of the key theoretical frameworks underpinning working with children, families and communities.
LO7	Demonstrate knowledge of practical strategies for engaging with parents and communities in early childhood education.
<b>Dependencies</b>	
<b>Module Recommendations</b>	
No recommendations listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Entry requirements</b>	

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Module Content & Assessment			
Indicative Content			
<b>Core concepts</b> (Week 1) Introduction to the sociology of childhood; the concept of childhood. Child–adult relations; image of the child			
<b>Legal and policy context for work with families and communities in ECEC</b> (Week 2) Historical development of Irish welfare system and social policy (Week 3 –4) Exploration of the various areas of legal and policy framework and they can impact on the child and family. Discussing policies and strategies such as Better Outcomes, Brighter Futures: The National Policy Framework for Children & Young People 2014 – 2020; Right from the Start: The National Early Years Strategy for Children 0-6 years; Child & Family Relationship Act 2015, Free Preschool Year; Healthy Ireland: A Framework for Improved Health and Wellbeing 2013 -2025 etc. Child Care Act (1991); Child Care Regulations (2016); Children First Act (2015); The Quality Framework on ECEC in Europe (2014). OECD Starting Strong (2012). The Irish and international legislative and policy context of partnership with families and communities in early education Examining legal and policy documents that support family participation in early years services, including - but not limited to - Irish Constitution, UN Convention for the Rights of the Child, Siolta, Aistear, Children & Family Relationships Act 2015 etc. (Week 5) The key influencers on Social Policy in relation to children and families. Discussing the roles of Barnardo's, Start Strong, Early Childhood Ireland Children's Rights Alliance etc. The roles children and parents have in influencing social policy.			
<b>The role of families and communities in children's early learning and development</b> (Week 6) Exploring the learning environments provided by the families and critically examining the role of the parents as first educators. (Week 7 - 8) Themes of Identity & Belonging and Well-Being in Aistear, Standards 3,4,14 in Siolta. The role of the community in the lives of young children; children as citizens. Intergenerational learning in the community.			
<b>Working with families and communities in ECEC</b> (Week 8) Underlying theory of partnership with families and communities in early education (Week 9) Strategies for promoting positive family participation in ECE settings (Week 10-11) Identifying key skills in relation to working with all families; understanding and respecting diversity Ongoing communication; sharing children's learning; family support; helping families support learning in the home; developing networks in the community, supporting families' and children's engagement with the wider community. (Week 12) Review and student led issues.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
<b>Assessment Type:</b>	Assignment	<b>% of total:</b>	30
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,3
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Students will review a selected social policy document demonstrating understanding of how it is implemented in practice and exploring the ways it affects work with children, families and/or communities in ECEC.			
<b>Assessment Type:</b>	Portfolio	<b>% of total:</b>	70
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,3,4,5,6,7
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Students will submit a reflective portfolio documenting work with families and communities while on placement/in workplace. Portfolio will document relevant policies and procedures, planning strategies and materials, delivery and evaluation of the strategies.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
<b>Repeat failed items</b> <i>The student must repeat any item failed</i>			
<b>Reassessment Description</b> 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	
<i>Recommended Book Resources</i>	
<p>Anning, A., Cullen, J. &amp; Fler, M. (2009), ), Early childhood education: Society and Culture, 2nd ed. SAGE, London.</p> <p>Hayes. N. (2013), Early Years Practice- Getting It Right from the Start, Gill &amp; Macmillan, Dublin.</p> <p>Dukelow, F. &amp; Considine, M. (2017), Irish social policy: A critical introduction, 2nd ed. Policy Press, Bristol.</p> <p>Whalley, M. (2017), Involving parents in their children's learning, 3rd ed. Sage, London.</p>	
<i>Supplementary Book Resources</i>	
<p>Connolly, L. (2014), The 'Irish' family, Ed. Routledge, Abingdon.</p> <p>Bracken, T. (2016), The Modern Family: Relationships and the Law, Clarus Press, Dublin.</p> <p>Brunton, P., &amp; Thornton, L. (2010), The parent partnership toolkit for early years, Optimus Education, London.</p>	
<i>Supplementary Article/Paper Resources</i>	
<p>Bernard van Leer Foundation. (2012), Parental involvement in early learning: A review of research, policy and good practice, <a href="http://www.bernardvanleer.org">http://www.bernardvanleer.org</a></p>	
<i>This module does not have any other resources</i>	
Discussion Note:	