

## H6CPCHV: Core Pedagogies and Curriculum for Home Visiting

Module Code:	H6CPCHV
Long Title	Core Pedagogies and Curriculum for Home Visiting <b>APPROVED</b>
Title	Core Pedagogies and Curriculum for Home Visiting
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	10
Module Coordinator:	
Module Author:	David McCarthy
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>Learning Outcome Description</b>
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 young children's holistic development and learning in early childhood home visiting-based environments.
LO4	Examine the significance of documentation ,assessment and evaluation of children's early learning and development with a strong focus on co-constructed knowledge, including the key stakeholders of children, parents along with professionals
LO5	Identify pedagogical practices and an understanding of the role of the Home visitor in supporting transitions and navigating change in partnership with families.
<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			
<b>Indicative Content</b>			
<b>Pedagogies and curricula part 1</b> • Pedagogy, curriculum, philosophy and practice concepts • Aistear as a curriculum framework with a confident and competent child at the centre • Te Whāriki- New Zealand's national curriculum • Play based approach (under pinned by theories by Piaget and Vygotsky)			
<b>Pedagogies and curricula part 2</b> • Reggio Emilia Approach • Tuscan approach • Steiner Approach • Montessori Approach			
<b>Pedagogies and curricula part 3</b> • Highscope Approach • Froebel kindergarten • Forest/ nature school approach • Emergent and inquiry based curriculum as promoted by Aistear Siolta Practice Guide			
<b>Planning for children's holistic learning and development</b> • Supporting holistic learning and development (Learning dispositions, development domains and 4 themes of Aistear) • Documenting and assessing children's learning and development (Aistear- assessment 'of' and 'for' learning) • Evaluating children's learning and development in partnership with children and parents (First 5 strategy) • Placing the child at the centre (Bronfenbrenner)			
<b>Supporting transitions and navigating change in the early years in partnership with families</b> • Understanding transitions and change • Supporting transitions and change in partnership with families (trauma informed practice) • Supporting the transition to primary school in partnership with families (Mo Sceal transition document, Ambitions for transitions) • Developing self-regulation skills in partnership with families (provide play opportunities, encourage independence and to reflect on and talk about their learning)			
<b>Supporting children's transitions and well-being</b> • Developing emotional skills (emotional vocabulary, emotion charts and stories) • Developing communication skills (visual supports) • Developing social skills (social stories, conflict resolution) • Developing play skills (accessing play, individual and small group play)			
<b>Assessment Breakdown</b>			<b>%</b>
Coursework			100.00%
<b>Assessments</b>			
<b>Part Time</b>			
<b>Coursework</b>			
<b>Assessment Type:</b>	Assignment 1	<b>% of total:</b>	20
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,4,5
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> A series of short quizzes spread across the six topic to test for knowledge acquisition and understanding.			
<b>Assessment Type:</b>	Assignment 2	<b>% of total:</b>	20
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,3
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Report on creating a provocation and/or invitation for supporting a child's play/ inquiry/ curiosity that you have implemented or plan to. Make an action plan for how it can be adapted to either indoor, outdoor or remote learning environments.. Reply back to another post and share ideas on how their planned learning experience can be adapted or extended to support children's different strengths, interests and needs. (300-500 words forum post discussion).			
<b>Assessment Type:</b>	Assignment 3	<b>% of total:</b>	20
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	2,3,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Reflect on how the principles of a child-centred pedagogical practice are evident in your home visiting practice. (300 word forum discussion post- shared post)			
<b>Assessment Type:</b>	Assignment 4	<b>% of total:</b>	20
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	2,3,4,5
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Shared resource for parents (similar to a blog or tip sheet): Five top tips for parents to support their child's transition to primary school (300 word shared forum post)			
<b>Assessment Type:</b>	Assignment 5	<b>% of total:</b>	20
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,3,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> During the three online live sessions, learners will be asked to participate in small groups. Scenario (Vignette) for home visiting – in small groups respond to the vignette and make a plan(Breakout rooms). Share back to whole group			
No End of Module Assessment			
No Workplace Assessment			
<b>Reassessment Requirement</b>			
<b>Coursework Only</b>			
This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.			

## H6CPCHV: Core Pedagogies and Curriculum for Home Visiting

Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Seminars	Synchronous Online	18	Per Semester	1.50
Directed Learning	Asynchronous eLearning	18	Per Semester	1.50
Independent Learning	No Description	214	Per Semester	17.83
Total Weekly Contact Hours				3.00

Module Resources	
<i>Recommended Book Resources</i>	
<p>Tina Bruce. (2010), Early Childhood, SAGE Publications Limited, p.430, [ISBN: 9781848602243].</p> <p>Nóirín Hayes. (2013), Early Years Practice, Gill Education, p.224, [ISBN: 9780717157204].</p> <p>Máire Mhic Mhathúna, Mark Taylor. (2012), Early Childhood Education and Care, Gill Education, p.224, [ISBN: 9780717153244].</p> <p>Cathy Nutbrown. (2011), Key Concepts in Early Childhood Education and Care, SAGE Publications, p.176, [ISBN: 9781849204019].</p>	
<i>This module does not have any article/paper resources</i>	
<i>This module does not have any other resources</i>	
Discussion Note:	