

H6DPLLL: Diversity and pluralism in Learning Language and Literacies

Module Code:	H6DPLLL
Long Title	Diversity and pluralism in Learning Language and Literacies APPROVED
Title	Diversity and pluralism in Learning Language and Literacies
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	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Demonstrate an awareness of diversity and pluralism in the nature of learning language and literacy in the context of early childhood education and care.
LO2	Apply a critical understanding of cultural, linguistic and literacy diversity of learning in Early Childhood Education and Care environments.
LO3	Identify the key principles and the application of a rights based, anti-bias, equality and diversity practice in ensuring the well-being of babies and young children.
LO4	Establish competencies through the role of the ECEC educator in supporting resilience and empowering each child with reference to learning language and literacy.
LO5	Exploration of personal and professional values, attitudes, bias and prejudice both societal and in practice.
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			
Awareness of diversity and pluralism in learning (week 1 & 2) Course Overview and Assessments, definitions of diversity and pluralism in learning, psychological perspectives and key ideologies of pluralism in education, era of identity and belonging, diversity and pluralism in early year's environments, the importance of shaping the learning of children from culturally and linguistically diverse backgrounds, etc.			
Cultural, Linguistic, gender and ability Diversity (CLAD) (week 3 & 4) Development of cultural, linguistic and ability/Literacy diversity children in the context of ECEC, quality of inclusion in the early year's classroom. For example; access, participation in supporting young children's cultural and social development, intentional curriculum and teaching and pedagogical practice, appropriate materials and equipment, interactions, relationships and engagement with diverse children and their families.			
Theoretical Frameworks (week 5) Key principles of an inclusive practice including children's rights and values in early year's education and care. Concepts and the implementation of a right- based and equality belonging in practice. Understanding the educational framework UDL in early year's education and care and its significance to practice. Appropriate interventions and learning strategies for example Access and Inclusion Model (AIM's) and other relevant frameworks.			
Application to practice (week 6) Creating social cohesion, integration and stability, conflict resolution, positive social transformation, accountability, promoting children's individual and group identity and sense belonging in practice. Application to practice underpinned by Siolta - standards and principles, Aistear – themes, universal design for learning (UDL), and UN convention on the Rights of the Child. Introduction to the CA, including planning and organisation of CA, understanding the brief, question and answer session or any other relevant information required.			
The role of the ECEC educator (week 7) Competencies and skills in advocating for a democratic, inclusive and anti-bias approach by supporting resilience and empowering each child as individuals. Key components of working with and within a multidisciplinary team, principles of good communication, co-operation and collaboration.			
The role of the ECEC educator Cont. (week 8) Recognising an effective community of practice which may include but not limited to resilience, empowerment, and celebration of diverse communities and supporting young children and their families to provide positive outcomes for children.			
Personal and Professional values and attitudes (week 9 & 10) Exploring personal and professional values through critical evaluation and reflective practice. values such as attitudes, bias and prejudice both societal and in practice.			
Presentation of CA (Week 11 & 12) Presentation of work/ CA in class			
Summary and revision (week 13) n/a			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Continuous Assessment	% of total:	60
Assessment Date:	n/a	Outcome addressed:	1,2,3
Non-Marked:	No		
Assessment Description: Students will be presented with scenarios regarding cultural, linguistic, literacy, gender and ability diversity children in ECEC. Students will then be required to plan, design and present an activity for diverse children in an ECEC environment. Concentrating on the rationale for the activity, careful planning, & design. Role of the educator in implementation of the activity (40%). The activity will be presented in class (20%)			
Assessment Type:	Continuous Assessment	% of total:	40
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Throughout the semester students will participate in online quizzes.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			
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	
<i>Recommended Book Resources</i>	
<p>Murray, C. & Urban, M. (2012), Diversity and Equality in Early Childhood, Gill Education, Dublin.</p> <p>CECDE. (2006), Siolta the National Quality Framework for Early Childhood Education, CECDE, Dublin.</p> <p>Department of Children and Youth Affairs. (2014), ter Outcomes, Brighter Futures: The National Framework for Children and Young People, 2014-2020, DoCYA, Dublin.</p> <p>Department of Children and Youth Affairs. (2016), Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education, DoCYA, Dublin.</p> <p>National Council for Curriculum & Assessment. (2009), Aistear: The Early Childhood Curriculum Framework, NCCA, Dublin.</p> <p>Cathy Nutbrown, Peter Clough, Frances Atherton. (2013), Inclusion in the Early Years, 2nd ed. SAGE Publications Limited, p.208, [ISBN: 1446203239].</p>	
<i>Supplementary Book Resources</i>	
<p>National Council for Curriculum & Assessment. (2009), Practice guide to Siolta and Aistear, NCCA, Dublin.</p> <p>Hanafin, J., Boyle, A., Boyle, L., & Flynn, M. (2018), Inclusion and leadership in diverse and challenging contexts: Irish travellers and early years education. Leading and Managing, 24(2), p.44.</p>	
<i>This module does not have any article/paper resources</i>	
<i>Other Resources</i>	
<p>[Website], Access and Inclusion Model, https://aim.gov.ie</p> <p>[Website], Early Childhood Ireland, http://www.eci.ie</p> <p>[Website], Aistear Siolta Practice Guide, http://www.aistearsiolta.ie/en/</p> <p>[Website], Department of Education and Skills, https://www.education.ie</p> <p>[Journal], European Early Childhood Education Research Journal.</p>	
Discussion Note:	