

H7ASLE_P: Placement: Application of Strategies in Learning Environments in ECEC Practice

Module Code:	H7ASLE_P
Long Title	Placement: Application of Strategies in Learning Environments in ECEC Practice APPROVED
Title	Placement: Application of Strategies in Learning Environments in ECEC Practice
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	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Increase collaborative skills through the creation of learning communities in practice.
LO2	Develop skills in application of pedagogical strategies and documentation in early childhood education and care environments.
LO3	Develop awareness and skills in enhancing interpersonal and intra-personal skills in learners.
LO4	Develop skills in applying, evaluating, synthesising, communicating information from research to practice.
LO5	Show an awareness of the principles of high quality professional ethical 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			
Developing learning communities Networking and discussions with colleagues on practice related to providing space and time for babies, toddlers, young children to work independently, in pairs and in small and large groups; supporting children to initiate, taking the lead and follow through on their ideas; supporting children to think for themselves, working with stakeholders including parents. Including pedagogical strategies of building relationships, active listening, scaffolding, modelling, demonstrating and asking open-ended questions (among others), will be acquired and documented.			
Pedagogical strategies How to plan, arrange the learning environment in settings to support children's positive dispositions for learning (wonderment, excitement, curiosity, concentration, perseverance and full engagement in experiences) indoors and outdoors. How to ensure the pedagogical environment supports problem-solving, challenge, creativity, imagination through a variety of interesting, accessible and open-ended materials. How to provide first-hand experiences, building on children's interests. How to support the development of creativity, art, music, drama, early language, literacy, numeracy, science and holistic learning and pre literacy development.			
Enhancing inter and intra -personal skills How to work in teams; how to engage in adult-adult interactions (including parents and other adults in ECE settings involved in children's transitions) and adult-child interactions. Develop active and transformative listening skills, conflict resolution and problem-solving strategies, engage in sustained shared thinking or extended purposive conversations with children.			
Evaluating, synthesizing and communicating research information Students will learn how to apply, evaluate, synthesise and communicate the theory and research learned in the Year 3 course work and how to apply this professional knowledge in practice.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Portfolio	% of total:	100
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Learners will develop a portfolio of their practice using a VLE platform.			
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	12	Per Semester	1.00
Lecturer Supervised Learning	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	
<i>Recommended Book Resources</i>	
<p>French, G. (2014), Let them talk: Evaluation of the language enrichment programme of the Ballyfermot early years language and learning initiative, Pobal.</p> <p>French G. (2013), Early speech and language matters: Enriching the communication environment and language development in early childhood,, Barnardos Training and Resource Service.</p> <p>French G. (2012), Early literacy and numeracy matters: Enriching Literacy and Numeracy Experiences in Early Childhood, Barnardos Training and Resource Service.</p> <p>Hayes N. (2013), Early Years Practice - Getting it Right from the Start, Gill & Macmillan, Dublin.</p> <p>National Council for Curriculum & Assessment. (2015), Aistear / Siolta Practice Guide, NCCA, Dublin.</p>	
<i>Supplementary Book Resources</i>	
<p>Bilton, H., James, K., Wilson, A. and Woonton, M. (2005), Learning Outdoors: improving the quality of young children's play outdoors, David Fulton, Oxford.</p> <p>French, G. (2008), Supporting quality: Guidelines for professional practice in early childhood services (3rd ed.). Book 1 Policy and governance. Book 2 Enhancing children's learning and development, 3rd Ed, Barnardos, Dublin.</p> <p>Mathers, S., Eisenstadt, N., Sylva, K., Soukakou, E. & Ereky-Stevens, K. (2014), Sound foundations: a review of the research evidence on quality of early childhood education and care for children under three, implications for policy and practice, Oxford University Press.</p> <p>Neylon G. (2014), An analysis of Irish pre-school practice and pedagogy using the early childhood environmental four curricular subscales, Irish Educational Studies.</p>	
<i>This module does not have any article/paper resources</i>	
<i>Other Resources</i>	
<p>[Website], CECDE. (2006), Siolta the National Quality Framework for Early Childhood Education, Dublin, CECDE, http://www.siolta.ie</p> <p>[Website], NCCA. (2009), Aistear the Early Childhood Curriculum Framework, Dublin, NCCA, http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Framework_for_early_learning/</p> <p>[Website], NCCA. (2020), Aistear- Siolta Practice Guide, https://www.ncca.ie/en/early-childhood/aistear-siolta-practice-guide</p>	
Discussion Note:	