

H6CALD: Core Approaches to Learning and Development

Module Code:	H6CALD
Long Title	Core Approaches to Learning and Development APPROVED
Title	Core Approaches to Learning and Development
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	5
Module Coordinator:	
Module Author:	DAVE CORMACK
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	Identify principles of ethical reflective practice in early learning and development.
LO2	Describe how to plan for the diversity of learners in the learning environment.
LO3	Demonstrate an awareness of the many different approaches to document a child's learning.
LO4	Identify the different types of transitions and the importance of overseeing them for the child's optimum well-being and development.
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			
Principles of ethical reflective practice in the learning environment • Introduction to the core principles of early childhood education practice underpinning Siolta, Aistear, HighScope, Montessori, Steiner, Froebel, play-based, emergent curriculum. Developing approaches to ethical reflective practice as a means of contributing to the development of child-centred democratic and ethical values and attitudes required of the reflective early childhood educator within their practice. The consideration of the influence of past experiences, values and beliefs on practice.			
How to plan for the diversity of learners in the learning environment • Introduction on how to plan learning experiences for individual children and groups of children, with reference to Aistear, Siolta and the curricula content of specific approaches (for example HighScope) and assessment of children's interests through observation.			
Documenting the Child's Learning • This section looks at the different approaches available to the student to document the child's learning while building on ethical reflection. It will look at how it is approached in various curricula and Aistear. The ethically appropriateness of the documentation will be underpinned by the Standards and principles in Siolta.			
Transitions • Introduction to the idea of transitions in a child's life and day. It will examine how transitions impact upon the child's well-being and development and how the student should manage both types of transitions successfully with the child. The idea of transitions will be examined in detail in Standard 13 in Siolta.			
Assessment Breakdown			%
Coursework			40.00%
End of Module Assessment			60.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Essay	% of total:	40
Assessment Date:	n/a	Outcome addressed:	4
Non-Marked:	No		
Assessment Description: Describe four different transitions that a child would make in an ECE setting (2 that would occur in the course of the day and 2 that would occur over the entire period the child is in the ECE setting) and explain how you would approach them in collaboration with the child and family. Show evidence that the exercise is underpinned by Aistear and Siolta. (2000 words)			
End of Module Assessment			
Assessment Type:	Terminal Exam	% of total:	60
Assessment Date:	End-of-Semester	Outcome addressed:	1,2,3
Non-Marked:	No		
Assessment Description: n/a			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	per week	2	Once per semester	0.17
Independent Learning	No Description	8.5	Once per semester	0.71
Total Weekly Contact Hours				0.17

Module Resources

Recommended Book Resources

Liz Brooker and Susan Edwards (ed). (2010), Engaging play, Open University Press, Maidenhead, [ISBN: 9780335235865].

Malaguzzi, L. (1996), The Hundred Languages of Children, Reggio Children, Reggio Emilia.

Maire Mhic Mhathuna (Editor), Mark Taylor (Editor). Early Childhood Education & Care, Gill & Macmillan Ltd, p.384, [ISBN: 9780717153244].

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

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

Nutbrown, C. (2011), Key Concepts in Early Childhood Education & Care, Sage, London, [ISBN: 9781849204019].

Centre for Early Childhood Development and Education. (2006), Siolta: The National Quality Framework for Early Childhood Education, <http://www.siolta.ie/>.

Miller L. and Pound L.. (2011), Theories and Approaches to Learning in the Early years, 4,5,6,7,8,9, Sage Publication, london.

Supplementary Book Resources

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

This module does not have any article/paper resources

Other Resources

[Website], Children's Database,
<http://www.childrensdatabase.ie>

[Website], Early Childhood Ireland,
<http://www.eci.ie>

[Journal], American Journal of Play.

[Journal], An Leanabh Og: The OMEP Ireland Journal of Early Childhood Studies.

[Journal], Child Links – The Journal of Barnardos.

[Journal], Children's Research Digest.

[Journal], European Early Childhood Education Research Journal.

Discussion Note: