H7EELD: Encouraging Early Learning & Development

Module Code:	H7EELD
Long Title	Encouraging Early Learning & Development APPROVED
Title	Encouraging Early Learning & Development
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	Leo Casey
Module Author:	Nigel Vahey
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Discuss the role of the practitioner in creating the conditions for early learning.
LO2	Evaluate different methods/pedagogical approaches to observe, assess, document and plan for early learning.
LO3	Discuss the appropriateness of formal literacy and numeracy projects, along with their possible benefits in ECE settings to address educational disadvantage.

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

The role of the practitioner in facilitating learning
The role of the practitioner in assessing individual children's changing needs as they develop through various milestones; Strategies for accommodating social and cultural diversity among children; The role of the practitioner in developing feelings of self-belonging and identity (Aistear theme: Identity and Belonging)

Environment and pedagogical resources
Educational considerations (time; resources; group size, room space, etc.) for using different methods, including the Pre-school Regulations (2006); Appropriate methods and pedagogical resources for different early childhood educational settings, particularly in the case of educational disadvantage, including - but not limited to - HighScope, the Anti-Bias Curriculum, Perry Preschool Project

Literacy and numeracy for ECE
Literacy and numeracy strategies; critical consideration of play as a pedagogy for teaching literacy and numeracy; working with parents/families to promote literacy and numeracy; 'push down' of primary school curriculum into ECE; the appropriateness of formal teaching in academics in ECE "schoolification" will be examined as well as the appropriateness of formal literacy and numeracy projects, along with their possible benefits in ECE settings to address educational disadvantage.

Assessment Breakdown	%
Coursework	60.00%
End of Module Assessment	40.00%

Assessments

Full Time

Coursework

Assessment Type:	Practical (0260)	**% of total:**	60
Assessment Date:	n/a	**Outcome addressed:**	1,2,3
Non-Marked:	No		

Assessment Description:
Students will be assessed on an ongoing basis using in-class observations of problem-based learning to assess their levels of theoretical and applied understanding of the pedagogical perspectives introduced as part of this module. In addition, students will make group presentations about how to formulate strategies to address common learning objectives in early education settings. Finally, as part of these group-based presentations, students will provide reflective accounts of the thought processes they engaged in to help formulate their group's proposed solution.

End of Module Assessment

Assessment Type:	Terminal Exam	**% of total:**	40
Assessment Date:	End-of-Semester	**Outcome addressed:**	1,2,3
Non-Marked:	No		

Assessment Description:
End-of-semester final examination

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

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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	per week	1.5	Once per semester	0.13
Independent Learning	No Description	9	Once per semester	0.75
			Total Weekly Contact Hours	0.13

Workload: Part Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	per week	1.5	Once per semester	0.13
Independent Learning	No Description	9	Once per semester	0.75
			Total Weekly Contact Hours	0.13

Module Resources

Recommended Book Resources

Hanlon, L. and Hayes, N.. (2006), Early Assessment and Intervention in Educational Disadvantage, CEDCE, Dublin.

Hayes, N. and Kernan, M.. (2008), Engaging Young Children: a nurturing pedagogy, Gill & Macmillan, Dublin.

Mhic Mhathuna, M. and Taylor, M.. (2012), Early Childhood Education & Care, Gill & Macmillan Ltd, Dublin, [ISBN: 9780717153244].

National Council for Curriculum & Assessment. (2015), Aistear Síolta Practice Guide, NCCA, Dublin.

Supplementary Book Resources

Derman-Sparks, L. et al.. (1999), Anti-Bias Curriculum: tools for empowering young children, National Association for the Education of Young Children, Washington D.C..

French, G.. (2012), Early Literacy and Numeracy Matters: Enriching Literacy and Numeracy Experiences in Early Childhood, Barnardos, Dublin.

Hayes, N.. (2013), Early Years Practice: getting it right from the start, Gill & Macmillan, Dublin.

Murray, C. and Urban, M.. (2012), Diversity & Equality in Early Childhood: an Irish perspective, Gill & Macmillan, Dublin, [ISBN: 9780717149940].

National Council for Curriculum and Assessment. (2009), Aistear: the early childhood curriculum framework, NCCA, Dublin.

Nutbrown, C., Clough, P. and Selbie, P.. (2008), Early Childhood Education, Sage Publications Ltd, London, [ISBN: 1412944988].

Shaughnessy, M.. (2012), Handbook of Early Childhood Education, Nova Science Publishers, Inc., New York, [ISBN: 9781613241547].

Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M.. (2004), Lifetime effects: The HighScope Perry Preschool Study through age 40, HighScope Press, Ypsilanti, MI.

Recommended Article/Paper Resources

Bleach, J.. (2015), Improving numeracy outcomes for children through community action research, Educational Action Research, 23(1).

Davey Zeece, P., Harris, B. and Hayes, N.. (2006), Building literacy links for young children, Early Childhood Education Journal, 34(1).

Davey Zeece, P., Graul, S.K. and Hayes, N.. (2004), Stories for all children: the use of literature in inclusive early childhood classrooms, Early Childhood Education Journal, 31(4).

Department of Education & Skills. (2011), Literacy and numeracy for learning and life: the national strategy to improve literacy and numeracy among children and young people, 2011-2020.

Halpern, R.. (2013), Tying early childhood education more closely to schooling: promise, perils and practical problems, Teachers College Record, 115.

Hayes, N.. (2008), Teaching matters in early educational practice: the case for a nurturing pedagogy, Teaching in Early Care and Education, 19(3).

NCCA. (2013), Towards a new language curriculum for primary schools: audit of language objectives in the Primary School Curriculum (1999) and language goals in Aistear (2009), http://ncca.ie/en/Curriculum_and_Assessm ent/Early_Childhood_and_Primary_Educatio n/Primary-Education/Primary_Developments /Language/Developments/Audit.pdf

O'Dhuibhir, P. and Cummins, J.. (2012), Towards an integrated language curriculum in early childhood and primary education (3-12 years).

Other Resources

[Website], Aistear Toolkit, http://www.ncca.ie/en/Curriculum_and_Ass essment/Early_Childhood_and_Primary_Educ ation/Early_Childhood_Education/Aistear_ Toolkit/Aistear_Toolkit.html

[Website], Early Childhood Ireland. http://www.earlychildhoodireland.ie/

[Online Peer reviewed journal], Early Childhood Education Journal. http://link.springer.com/journal/10643

[Online Peer reviewed journal], Irish Education Studies. http://www.tandfonline.com/toc/ries20/cu rrent#.VOYbGPmsX6Y

[Online Peer reviewed journal], Journal of Early Childhood Teacher Education. http://www.tandfonline.com/toc/ujec20/cu rrent#.VOYbOfmsX6Y

Discussion Note: