H8FP: Family Participation

Module Code:	H8FP
Long Title	Family Participation APPROVED
Title	Family Participation
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	
Module Author:	Jane Liu
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	Critically review the role of families to children's early learning and development.
LO2	Critically discuss the Irish legal and policy context for family participation in early years services.
LO3	Demonstrate a range of practical strategies for promoting positive family participation in early childhood education settings.
LO4	Evaluate the benefits and challenges of family participation in early childhood education settings.

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 families to children's early learning and development
Exploring attitudes and values in relation to acknowledging, respecting and affirming the diversity of families; recognising the learning environment provided by families and critically examining the role of the family as influential educators; Themes of Identity & Belonging and Well-Being in Aistear, Standards 3,4,14 in Siolta.

Irish legal and policy context for family participation in early years
• Examining legal and policy documents which support family participation in early years services, including - but not limited to - Irish Constitution, UN Convention for the Rights of the Child, Siolta, Aistear, Children & Family Relationships Act 2015, early childhood curricula and programmes recognised internationally (e.g. HighScope, Reggio Emilia etc.)

Strategies for promoting positive family participation in ECE settings
Identifying key skills in relation to working with all families; How to engage with parents and articulate the educational value of their child's play; Communicating with families, giving feedback, facilitating meetings/groups, managing conflict, evaluating the setting's work with families

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Project	**% of total:**	60
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4
Non-Marked:	No		

Assessment Description:
Reflective portfolio documenting the interactions with families while on placement, including the provision of feedback on a child's learning and development to the child's family. This assessment component may be shared with the 'Practice: Family Participation' module.

Assessment Type:	Presentation	**% of total:**	40
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4
Non-Marked:	No		

Assessment Description:
Students will present in peer teams to the class on their experiences collaborating with families, acknowledging the theoretical and legal/policy context within which these interactions are grounded. Peer- and self-assessment may be incorporated into the assessment structure.

No End of Module Assessment

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

Module Resources

Recommended Book Resources

Anning, A., Cullen, J. & Fleer, M.. (2009), Early childhood education: Society and Culture, 2nd. SAGE, London.

Hayes. N. (2013), Early Years Practice- Getting It Right from the Start, Gill & Macmillan, Dublin.

Mhic Mhathuna, M. and Taylor, M.. (2012), Early Childhood Education & Care: an introduction for students in Ireland, Gill & Macmillan, Dublin.

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

O'Doherty, C.. (2007), , A New Agenda for Family Support: Providing Services that Create Social Capital, Blackhall Publishing, Dublin.

Supplementary Book Resources

Centre for Early Childhood Development and Education. (2006), Siolta: the national quality framework for early childhood education, CECDE, Dublin.

Evangelou, M., Sylva, K., Edwards, A. and Smith, T.. (2008), Supporting Parents in Promoting Early Learning: the evaluation of the early learning partnership project, DCSF, London.

Harvey, B.. (2014), The case for prevention and early intervention. Promoting positive outcomes for children, families and communities, Prevention and Early Intervention Networks, Dublin.

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

Sylva, K., Melhuish, E., Sammons, P., Siraj, I & Taggart, B with Smees, R., Toth, K.,Welcomme. (2014), Students' educational and developmental outcomes at age 16, Department for Education, London.

Recommended Article/Paper Resources

Department of Children and Youth Affairs. (2011), Children First: national guidance for the protection and welfare of children, http://www.dcya.gov.ie/documents/Publica tions/ChildrenFirst.pdf

This module does not have any other resources

Discussion Note: