

H8FP_P: Placement: Family Participation

Module Code:	H8FP_P
Long Title	Placement: Family Participation APPROVED
Title	Placement: 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	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Plan interactions with families which necessitate collaboration and feedback with parents in relation to children's learning and development.
LO2	Evaluate the efficacy of collaboration and feedback with parents in relation to children's learning and development.
LO3	Evaluate and reflect on collaborating with families for early childhood education.
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			
Plan interactions with families in an ECE setting Students will apply principles and strategies for enabling positive family participation in an ECE setting, in relation to the planning, organisation and documentation of learning experiences and collaborative interactions with families. This will be informed by Aistear (specifically 'Supporting learning and development through assessment').			
Critically evaluate collaboration with families The efficacy of the collaboration and feedback with parents in relation to children's learning and development will be critically evaluated. The student will examine their values and attitudes in relation to families. They will engage with parents and articulate the educational value of their child's play. They will consider 1) WHAT they did, 2) WHY did they do it that way and 3) HOW could it have been done better? Students will critically reflect on their experiences of working ethically and respectfully with the diversity of families.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Assignment	% of total:	60
Assessment Date:	n/a	Outcome addressed:	1,2,3
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 'Family Participation' module.			
Assessment Type:	Presentation	% of total:	40
Assessment Date:	n/a	Outcome addressed:	1,2,3
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 selfassessment may be incorporated into the assessment structure.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat the module <i>The assessment of this module is inextricably linked to the delivery. The student must reattend the module in its entirety in order to be reassessed.</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
Independent Learning	No Description	8.5	Once per semester	0.71
Practical	per week	2	Once per semester	0.17
Total Weekly Contact Hours				0.17

Module Resources	
<i>Recommended Book Resources</i>	
<p>Anning, A., Cullen, J. & Fleer, M.. (2009), Early childhood education: Society and Culture, 2nd ed.. SAGE, London.</p> <p>Mhic Mhathuna, M. and Taylor, M.. (2012), Early Childhood Education & Care: an introduction for students in Ireland, Gill & Macmillan, Dublin.</p> <p>O'Doherty, C.. (2007), A New Agenda for Family Support: providing services that create social capital, Blackhall Publishing, Dublin.</p>	
<i>Supplementary Book Resources</i>	
<p>Carr, Margaret. (2012), Learning Stories: constructing learner identities in early education, SAGE, London.</p> <p>Carr, Margaret. (2001), Assessment in Early Childhood Settings: learning stories, Paul Chapman, London.</p> <p>Centre for Early Childhood Development and Education. (2006), Siolta: the national quality framework for early childhood education, CEDCE, Dublin.</p> <p>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.</p> <p>Harvey, B.. (2014), The case for prevention and early intervention. Promoting positive outcomes for children, families and communities, Prevention and Early Networks, Dublin.</p> <p>National Council for Curriculum and Assessment. (2009), Aistear: the early childhood curriculum framework, NCCA, Dublin.</p> <p>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.</p>	
<i>Recommended Article/Paper Resources</i>	
<p>Department of Children and Youth Affairs. (2011), Children First: national guidance for the protection and welfare of children, http://www.dcy.gov.ie/documents/Publications/ChildrenFirst.pdf</p> <p>Dunphy, E.. (2008), Supporting early learning and development through formative assessment: a research paper, http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/How_Aistear_was_developed/Research_Papers/Formative_assessment_full_paper.pdf</p>	
<i>This module does not have any other resources</i>	
Discussion Note:	