H8SPCC: Social, Political and Cultural Contexts of ECEC

Module Code:	H8SPCC
Long Title	Social, Political and Cultural Contexts of ECEC APPROVED
Title	Social, Political and Cultural Contexts of ECEC
Module Level:	LEVEL 8
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	
On successful completion of this module the learner will be able to:	
#	Learning Outcome Description
LO1	Understand the historical development of early childhood sector and the socio-political and cultural influences that have impacted on it.
LO2	Critically discuss key discourses around the purpose and outcomes of Early Childhood Education and Care.
LO3	Consider both global and local perspectives on early childhood education.
LO4	Display an understanding of the way in which the socio- political context influences professional practice in ECEC.
LO5	Consider socio-political trends and possible issues for the future of the ECEC sector.
LO6	Demonstrate an ability to reflect on personal values, knowledge and understandings in the broader context.

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

Historical development of ECEC in context
Historical development of ECEC, globally and in Ireland. Cultural and socio-political influences that shaped its development. History of ECEC policy development within the Irish context (regulations, curriculum etc.)

Perspectives on ECEC
Exploring discourses of early childhood education and care in a variety of texts (including academic, non-academic, media, etc.). Understanding diverse perspectives on the role and purpose of ECEC in society.

Current policy and practice in context
Current role and function of early childhood education in Irish context. Contemporary policy, research and practice developments in relation to achieving quality in early childhood education. Education and training of early childhood professionals.

Future developments in ECEC
New and emerging strategies in ECEC Consideration of arising issues for the future of the sector ECEC in the developing world (issues of multiculturalism, inclusion, sustainability, democracy etc.)

Reflective practitioner and personal pedagogy
Examining pedagogy and practice through a variety of reflective lenses. Understanding the influence of past experiences, personal values and beliefs and the ways they develop in the social, political and cultural context. Developing and articulating one's personal pedagogy. Drawing links between one's personal pedagogy and professional practice.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Presentation	**% of total:**	30
Assessment Date:	n/a	**Outcome addressed:**	1,2,3
Non-Marked:	No		

Assessment Description:
Student will present a critical reflection on a reading of choice. The chosen reading should address a current or historical ECEC issue in social, political and/or cultural context.

Assessment Type:	Assignment	**% of total:**	70
Assessment Date:	n/a	**Outcome addressed:**	4,5,6
Non-Marked:	No		

Assessment Description:
Students will submit a reflective essay that outlines their personal pedagogy in the broader context. Pedagogy should be outlined and critically reflected on in relation to the module content. Students should use personal experiences, understandings of social and cultural context and issues covered over the course of the module to explain pedagogical beliefs, values and aspirations for practice.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

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	36	Per Semester	3.00
Independent Learning	Independent Learning	214	Per Semester	17.83
			Total Weekly Contact Hours	3.00

Workload: Full Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*

Module Resources

Recommended Book Resources

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

Supplementary Book Resources

Bloch, M. N., Swadener, B. B., & Cannella, G. S. (2014), Reconceptualizing early childhood care & education: a reader: critical questions, new imaginaries and social activism, Peter Lang Publishing, Inc, New York, NY.

Recommended Article/Paper Resources

Kamerman, S. B. (2006), A global history of early childhood education and care, Paris: United Nations Educational, Scientific and Cultural Organisation, http://unesdoc.unesco.org/images/0014/00 1474/147470e.pdf

Urban, M., Vandenbroeck, M., Van Laere, K., Lazzari, A., & Peeters, J. (2012), Towards Competent Systems in Early Childhood Education and Care. Implications for Policy and Practice, European Journal of Education, 47(4), p.508.

Woodhead, M. (2006), Changing perspectives on early childhood: theory, research and policy. Background paper prepared for the Education for All Global Monitoring Report 2007, Strong foundations: early childhood care and education.

Supplementary Article/Paper Resources

Arndt, S., Urban, M., Murray, C., Smith, K., Swadener, B., & Ellegaard, T. (2018), Contesting early childhood professional identities: A cross-national discussion, Contemporary Issues in Early Childhood, 19(2), p.97, https://doi.org/10.1177/1463949118768356

Campbell-Barr & Bogatić. (2017), Global to local perspectives of early childhood education and care, Early Child Development and Care,, 187:10, p.1461.

This module does not have any other resources

Discussion Note:	