

H8WMPC: Working in Multi Professional Contexts

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| Module Code: | H8WMPC |
| Long Title | Working in Multi Professional Contexts APPROVED |
| Title | Working in Multi Professional Contexts |
| 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 | |
| <i>On successful completion of this module the learner will be able to:</i> | |
| # | Learning Outcome Description |
| LO1 | Develop an understanding of strategies for collaboratively engaging with other professionals including parents. |
| LO2 | Identify and evaluate the support that different national and local agencies and groups provide in supporting the wellbeing of children and their families. |
| LO3 | Critically evaluate the role of collaborative practice in ECEC settings when supporting children and their families. |
| LO4 | Consider the role of reflective practice and action research when working with other professionals within early childhood and care settings. |
| LO5 | Critically discuss how working with professionals is an essential part of a competent ECEC system. |
| Dependencies | |
| Module Recommendations | |
| No recommendations listed | |
| Co-requisite Modules | |
| No Co-requisite modules listed | |
| Entry requirements | |
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| Module Content & Assessment | | | |
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| Indicative Content | | | |
| Theory, concepts and approaches to collaborative practice (Week 1) This section would introduce theory, concepts and approaches to collaborative practice. Bronfenbrenner could be referred to here as it would be bringing learners back to the idea that building positive relationships with parents and specialists such as speech and language, health and nutrition supports the child covered in stage 3 'Child Family Society'. | | | |
| Theory, concepts and approaches to collaborative practice part 2 (Week 2) This section will extend on last week's topic and could include Joyce Epstein's model of partnership with parents (it includes a collaborating with community element that brings the focus to working with other professionals in the child's life). | | | |
| Theory, concepts and approaches to collaborative practice part 3 (Week 3) Continue on by looking at the National documents such as Aistear and Siolta (Research Digest), TUSLA QRF, DES early years inspection . guidelines in terms of the importance of collaboration with professionals. Introduce learners to the First Five Government Strategy, in particular to explain that it refers to 'silos' (inter agency collaboration) as being essential in the first five years of a child's life. | | | |
| Local and national agencies and groups provide in supporting the learning, development and wellbeing of babies, toddlers, children, and their families. (Week 4 & Week 5) This area would focus on identifying the current agencies and groups working at a local level or national level in Ireland. This could include: Better Start (& AIM), ELI, ABC Start Right Limerick, Barnardo's, The Demonstration Project (An ongoing trial with OT and SLT working in ECEC, Primary and post-primary schools) – locally there might be Addiction services for parents with child care/ preschool attached. | | | |
| Professional responsibilities of early childhood educators. (Week 6) The Core competences document can be explored in relation to the roles and responsibilities of early childhood educators. The Code of professional responsibility and Code of ethics for early childhood teachers can be examined and reflected on in relation to one's own professionalism when working with children, families and other professionals. | | | |
| Working with professionals as part of a competent ECEC system. (Week 7) This section would be very focused on the Whole of Government ten-year strategy 2019-2028: First Five. This document refers to a competent ECEC system – this would be about learners seeing the full picture that we can't meet the needs of children on our own within ECEC we need to work together with other professionals, agencies, education systems. | | | |
| Strategies for engaging with other professionals (Week 8) This covers leadership- negotiation- conflict resolution and understanding conflict (Furlongs circle of conflict). Teamwork and collaboration. The aim of this section is build learners confidence working with professionals they might need to work with such as DES and TUSLA inspectorate, Therapists, Primary school principals, Childcare Committees, Better Start specialists, mentors, coordinators, multi-disciplinary and inter-agency teams. | | | |
| Strategies for engaging with other professionals (Week 9) This session covers presenting, sharing and evaluating data/ findings (report writing) –Practical exercises in report writing or form filling could be introduced, such as completing the AIM Access and Inclusion Profile form or Mo Sceal transitions to primary school template. The aim of this section is to build learners confidence and skills with different types of report writing/ form filling that might be needed when working in multi professional contexts. | | | |
| The role of reflective practice and action research when engaging with other professionals (Week 10 & 11) This section could introduce a transformative approach to learning – where early year's teachers engage in action research/ or bringing about change to their ECEC setting. Reflective practice is important for assessing collaborative practice within the ECEC setting, for example when working with other professional cycles of action and reflection can be beneficial to see what is working and what can be adjusted etc. Introduce different Action Research and Reflective Practice cycles such as Kolb, Gibbs, White & McNiff, 'What, So what, Now what' cycle of reflective practice. | | | |
| Group presentations for CA2 (Week 12) n/a | | | |
| Assessment Breakdown | % | | |
| Coursework | 100.00% | | |
| Assessments | | | |
| Full Time | | | |
| Coursework | | | |
| Assessment Type: | Continuous Assessment | % of total: | 50 |
| Assessment Date: | n/a | Outcome addressed: | 2,3,5 |
| Non-Marked: | No | | |
| Assessment Description: Research a range of local and national agencies or groups that provide support to children and their families within ECEC contexts. Evaluate their role in collaborating with ECEC settings to support the wellbeing of children and their families. Critically discuss how this contributes to a competent ECEC system. (1500 words). | | | |
| Assessment Type: | Continuous Assessment | % of total: | 50 |
| Assessment Date: | n/a | Outcome addressed: | 1,3,4 |
| Non-Marked: | No | | |
| Assessment Description: In groups work through a collaborative practice case study using a reflective model to resolve the identified challenges of working with other professionals. Evaluate the role of reflective practice and chosen collaborative strategies in resolving the identified challenges. (Presented in class) | | | |
| No End of Module Assessment | | | |
| No Workplace Assessment | | | |
| Reassessment Requirement | | | |
| Repeat failed items <i>The student must repeat any item failed</i> | | | |
| 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 | | | | |
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| Module Target Workload Hours 0 Hours | | | | |
| Workload: Full Time | | | | |
| <i>Workload Type</i> | <i>Workload Description</i> | <i>Hours</i> | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Lecture | Lecture | 36 | Per Semester | 3.00 |
| Independent Learning | Independent Learning | 178 | Per Semester | 14.83 |
| Workbased learning | Workbased learning | 36 | Per Semester | 3.00 |
| Total Weekly Contact Hours | | | | 6.00 |

Module Resources

Recommended Book Resources

- Centre for Early Childhood Development and Education (CECDE). (2006), *Siolta: The National Quality Framework for Early Childhood Education*, CECDE, Dublin.
- Department of Children and Youth Affairs (DCYA). (2016), *Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education*, DCYA, Dublin.
- Department of Education and Skills [DES]. (2018), *A Guide to Early-Years Education-Focused Inspection (EYEI) in Early-Years Settings Participating in The Early Childhood Care and Education (ECCE) Programme*, Department of Education and Skills, Dublin.
- Government of Ireland. (2018), *First Five: A-Whole-of-Government Strategy for Babies, Young Children and their Families 2019-2028*.
- Lenconi, P.M. (2006), . *Overcoming Five Dysfunctions of a team: A Field Guide for Leaders, Managers, and Facilitators*, John Wiley and Sons, New Jersey USA.
- Lumsden, E. (2005), *Joined up thinking in practice: An exploration of professional collaboration*. In Waller, T. (ed). *An introduction to Early Childhood: A multidisciplinary Approach*, Paul Chapman Publishing, London, p.39.
- McKernan, Church & Taylor. (2011), *Victoria Early Year's Learning and Development Framework: Partnership with Professionals*, University of Melbourne, Victoria Australia.
- National Council for Curriculum & Assessment (NCCA). (2009), *Aistear the Early Childhood Curriculum Framework*, NCCA, Dublin.
- National Council for Curriculum & Assessment (NCCA). (2015), *Aistear Siolta Practice Guide*.
- Rodd, J. (2006), *Leadership in Early Childhood*, Open University Press, Buckingham, Berkshire.
- Urban, M., Vandebroek, M., Lassari, A., Van Laere, K., Peeters, J. (2012), *Core: competences requirements in Early Childhood Care and Education*, University of London & University of Ghent.

Recommended Article/Paper Resources

- Early Years Forum. (2020), *Code of professional Responsibilities and Code of Ethics*, <https://www.earlychildhoodireland.ie/wp-content/uploads/2020/01/High-res-code.pdf>
- Start Right Limerick. (2015), *Building Partnerships: A Start Right Approach to Mentoring in the Early Years*.
- Urban, M. (2008), *Dealing with uncertainty, challenges and possibilities for the early childhood profession*, . *European Early Childhood Education Research Journal*, 16(2), p.135.

This module does not have any other resources

Discussion Note: