

**EDUC N7014: Pedagogical Framing: Designing
Effective Learning Spaces & Programmes**

Module Details	
Module Code:	EDUC N7014
Full Title:	Pedagogical Framing: Designing Effective Learning Spaces & Programmes APPROVED
Valid From::	Semester 1 - 2022/23 (September 2022)
Language of Instruction:	English
Duration:	1 Semester
Credits::	7.5
Module Owner::	<ul style="list-style-type: none">• Mary McSkeane• Gillian Powell
Departments:	Nursing Midwifery & Early Years
Module Description:	This module introduces the principles and practices of designing spaces for young children and babies. It demonstrates how environmental factors can impact on children's development and learning potential. It also provides a comprehensive examination of relevant ideas, principles, and skills required to develop appropriate Early Learning Carecurricular programmes

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Critically evaluate some research on pedagogies of play and curriculum theory
MLO2	Facilitate needs of babies and young children through the creative design of appropriate Early Learning Care environments, both indoors and outdoors
MLO3	Critically analyse how methodological practices influence early childhood environment and curricular design
MLO4	Evaluate some key concepts that must be considered when designing for young children and babies
MLO5	Assess how effectively Early Learning Care environments support young children's learning and developmental needs
MLO6	Critically examine the process of curricular programme design, implementation and assessment
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i>	
No recommendations listed	

Module Indicative Content	
Pedagogies of play Strategies of the theorists - transfer to practice. Making provision for playful and play-based learning opportunities - inclusive pedagogical framing	
Key Concepts in Environ Design Providing for an inclusive and diverse childhood landscape, The Childhood Landscape, Characteristics of Space, Dimensions, Power of the environment as third teacher – Reggio Emilio, Purpose, Aesthetics Basic Design Aspects Constructing Spaces, Adapting Spaces, Building: interior walls, windows, doors and lighting. Exterior: space, maintenance	
Curriculum Planning Planning cycle, observation, assessment, understanding children's learning – consideration of inclusive and multi theoretical perspectives, linking play to learning, cross curricular activity. Partnership with parents and stakeholders. Aistear and Siolta as core resources	
The role of the Early Years Educator Flexible planner, skilled observer, active listener, good communicator, enthusiastic, supervision for safety – access – equal opportunities, researcher. Supporting Developmental and Learning Goals, Infants and Toddlers, Impact of the Environment on Children's Behaviour, Meeting the Needs of Children, Staff and Parents. Facilitating the philosophy and vision of First 5, providing insightful practice for others.	
Module Assessment	
Assessment Breakdown	%
Project	100.00%
Module Special Regulation	

Assessments

Part Time On Campus			
No Course Work			
Project			
Assessment Type	Project	% of Total Mark	100
Marks Out Of	100	Pass Mark	40
Timing	End-of-Semester	Learning Outcome	1,2,3,4,5,6
Duration in minutes	0		
Assessment Description Compile a portfolio of evidence to support understanding of the concepts inherent in Pedagogical Framing. This collection should include a range of material based on understandings of appropriate provision of materials, arrangement of spaces, and the establishment of programme/s to support a secure pedagogy for all children aged between 3 months and 6 years (prior to starting school) in an early childhood full day-care setting i.e. Crèche / Child-minding – home environment.			
No Practical			
No Final Examination			
Reassessment Requirement			
No repeat examination <i>Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.</i>			

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

Workload Type	Contact Type	Workload Description	Frequency	Average Weekly Learner Workload	Hours
Lecture	Contact	Mix of oral presentation, DVD clips, discussion and small group work used to convey critical information (overview of the main themes, supporting development of understanding of the issues) to a full class group	Every Week	1.50	1.5
Online Contact	Contact	No Description	Every Week	1.00	1
Practical	Contact	PRACTICAL - Students will consider their pedagogical framing, techniques and strategies in the context of their work environs	Once per semester	0.27	4
Independent Study	Non Contact	Student responsibility to organise and manage own study space and time and commitment to supplement classroom input with additional reading and interpretative reflection	Every Week	7.00	7
Directed Reading	Non Contact	Students are guided to materials that provide additional relevant interpretation on topics covered in class and supplementary reading to enhance understanding	Every Week	3.00	3
				Total Weekly Learner Workload	12.77
				Total Weekly Contact Hours	2.77

Module Resources

Recommended Book Resources

Bottrill, G.. (2018), Can I Go and Play Now?, 1st Ed.. Sage, London.

Becker, N. and Becker, P. 2009,. Developing Quality Care for Young Children: How to Turn Early Care Settings Into Magical Places, Corwin Press, London, [ISBN: [ISBN: 9781412965668]].

DCYA. CHILD CARE ACT 1991. (2016), (EARLY YEARS SERVICES) REGULATIONS 2016,, Department of Children and Youth Affairs (2016), Dublin.

Government of Ireland.. (2018), First 5: A whole-of-government strategy for babies, young children and their families, Government Publications, Dublin.

Government of Ireland. (2010), Siolta – The national quality framework for the early years, Government Publications., Dublin.

McMonagle, A. (2012), Professional Pedagogy for Early Childhood Education, Donegal County Childcare Committee Ltd., Donegal, [ISBN: 978-1-907235-05-4].

Mhic Mhathúna, M. & Taylor, M. (2012), Early Childhood Education & Care: An Introduction for Students in Ireland, Gill & Macmillan, Dublin, [ISBN: [ISBN: 9780717153244]].

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

NCCA/National Council for Curriculum and Assessment.. (2015), Aistear Siolta Practice guide, NCCA, <http://www.ncca.ie/en/Practice-Guide>.

Tusla, Child and Family Agency.. (2018), Quality and regulatory framework: full day care service and part-time day care services, Early Years Inspectorate, Tusla, Dublin.

Waite, S.. (2011), Children Learning Outside the Classroom _ From Birth to Eleven, SAGE Publications Ltd., London, [ISBN: 978-0-85702-048-2].

Supplementary Book Resources

Paul Becker. (2009), Developing Quality Care for Young Children, Sage Publications, London, [ISBN: 9781412965668].

Epstein, Ann S.. (2007), The Intentional Teacher (2007) Choosing the Best Strategies for Young Children's Learning, National Association for the Education of Young Children., Washington, DC.

Greenman, J. (2007), Caring Spaces, Learning Places: Children's Environments that Work., 3rd Ed., Exchange Press Inc, United States of America, [ISBN: 978-0-942702-].

Hayes, N & Kernan, M.. (2008), Engaging Young Children, Gill & MacMillan, p.227.

Hayes, N. & Kernan, M.. (2008), Engaging Young Children _ A Nurturing Pedagogy, Gill and Macmillan, Dublin, [ISBN: 978-0-7171-4457-0].

Thompson, S. and Thompson, N.. (2018), The critically reflective practitioner, Macmillan International Higher Education.

Recommended Article/Paper Resources

Hayes, N.. (2007), Education and care, Research Paper _ Aistear, http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/How_Aistear_was_developed/Research_Papers/Education_and_care_full.pdf

Department of Children and Youth Affairs. (2021), Workforce Development Plan for the Early Learning and Care sector (ELC) School Age Childcare and Childminding Sector., http://135093_54a31bf1-e9cd-41dc-8362-a64c1456d1f7.pdf

Gaffney, M. (2015), Flourishing., UK: Penguin.

Supplementary Article/Paper Resources

National Children's Nurseries Association. (2005), Guidelines for Best Practice in the Design of Childcare Facilities, Building Guidelines "We Like this Place, <http://www.dohc.ie>

Other Resources

Website, http://www.cccif.org/quality_guide.htm, http://www.cccif.org/quality_guide.htm

Website, <http://www.spacesforchildren.com>, <http://www.spacesforchildren.com>

Website, <http://www.designshare.com>, <http://www.designshare.com>

Website, <http://tinyurl.com/odgyod>.