

PROF N7002: Applied Professional Practice 2

Module Details	
Module Code:	PROF N7002
Full Title:	Applied Professional Practice 2 APPROVED
Valid From::	Semester 1 - 2022/23 (September 2022)
Language of Instruction:	English
Duration:	2 Semesters
Credits::	10
Module Owner::	Caroline McDonnell
Departments:	Nursing Midwifery & Early Years
Module Description:	The aim of this module is to provide opportunity to apply theoretical knowledge develop increased criticality and responsibility to professional practice as Lead Early Years Educator (Government of Ireland, 2021

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Identify personal and professional learning objectives, through the development of a continuous professional development (CPD) plan, CV design / update.
MLO2	Apply professional responses to work based challenges at Lead Educator level
MLO3	Demonstrate the skills and knowledge outlined in the Lead Educator profile.
MLO4	Demonstrate application of relevant theory in practice at Lead Educator level
MLO5	Engage in on-going reflective practice that supports personal and professional development
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
Professional Practice Preparation CV Planning / update, career development, personal objectives
Reflective Practice On-Going development of critical analysis skills and engagement with the literature pertinent to Early Learning and Care. Promote engagement in professional development in others (e.g., collaborating with team to support learning development plan). Utilising the use of self-evaluation to support quality improvements and ongoing team reflection.
National Regulations, Frameworks & Policy Integrated use of Quality Regulatory Framework,, Siolta, Quality Framework; Aistear, Curriculum Framework; AistearSiolta Practice Guide and Diversity, Equality and Inclusion Charter in professional practice; First 5 Strategy; Participation Framework.
Lead Early Years Educator Skills Integrating practice at Intermediate practitioner level knowledge and values for Lead Educator under the key tasks and responsibilities outlined in the Role Profile for Lead Educator (PACG, 2018; Government of Ireland, 2021). Supporting the development of a 'community of practice' among learner group

Module Assessment	
Assessment Breakdown	%
Course Work	60.00%
Practical	40.00%
Module Special Regulation	

Assessments

Part Time On Campus			
Course Work			
Assessment Type	Portfolio	% of Total Mark	60
Marks Out Of	0	Pass Mark	0
Timing	n/a	Learning Outcome	1,2,3,4,5
Duration in minutes	0		
Assessment Description Students are required to develop/update CV, CPD plan/profile; demonstrate competencies, skills and knowledge in relation to the Intermediate Practitioner profile; and engage in the process of ongoing reflective practice on personal and professional experiences.			
No Project			
Practical			
Assessment Type	Practical/Skills Evaluation	% of Total Mark	40
Marks Out Of	0	Pass Mark	0
Timing	n/a	Learning Outcome	2,3,4
Duration in minutes	0		
Assessment Description The students assessment, consultation and interview will be facilitated by a lecturer with experience in the Early Childhood sector.			
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>			
Reassessment Description A repeat professional practice assessment (Practical/Skills Evaluation) may be deemed necessary where requirements are not met.			

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

<i>Workload Type</i>	<i>Contact Type</i>	<i>Workload Description</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>	<i>Hours</i>
Lecture	Contact	Academic Preparation for the professional practice experience	Once per semester	0.40	6
Practical	Contact	Professional Practice in the Field	Once per semester	13.07	196
Practical	Contact	Practical/Skills Evaluation with development plan created on-site in collaboration with Academic Lecturer	Once per semester	0.17	2.5
Total Weekly Learner Workload					13.63
Total Weekly Contact Hours					13.63

Module Resources

Recommended Book Resources

Brock, A., Doddes, S., Jarvis, P. & Olusoga, Y.. (2013), Perspectives on Play Learning for Life, Routledge, London.

Department of Education & Skills. (2017), Siolta. The National Quality Framework for Early Childhood Education, Early Years Education Policy Unit, Dublin.

Department of Education & Skills. (2015), AistearSiolta Practice Guide, DES, Dublin.

Department of Children & Youth Affairs. (2016), Diversity, Equality AND Inclusion Charter, DCYA.

Department of Children, Equality, Disability, Integration and Youth. (2021), Participation Framework National Framework for Children and Young People's Participation in Decision Making, Government of Ireland, Dublin.

Government of Ireland. (2021), Nurturing Skills: The Workforce Plan for Early Learning and Care and School-Age Childcare 2022-2028, <https://www.gov.ie/en/publication/97056-nurturing-skills-the-workforce-plan-for-early-learning-and-care-elc-and-school-age-childcare-sac-2022-2028/?referrer=http://www.gov.ie/nurtureingskills>.

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

Hallet, E.. (2013), The Reflective Early Years Practitioner, SAGE Publications Ltd, England, [ISBN: 9781446200568].

National Council for Curriculum and Assessment.. (2009), Aistear. The Early Childhood Curriculum Framework., The Stationery Office, Dublin.

Supplementary Book Resources

Fisher, J.. (2016), Interacting Or Interfering? Improving Interactions in the Early Years., Open University Press, UK, [ISBN: 978-033526256].

Sancisi, L. & Eglington, M.. (2015), Developing High Quality Assessment, Observation and Planning in the Early Years: Made to Measure, Routledge Taylor & Francis, [ISBN: 9781138808041].

Stacey, S.. (2018), Inquiry-Based Early Learning Environments: Creating, Supporting, and Collaborating, Redleaf Press, [ISBN: 9781605545813].

Recommended Article/Paper Resources

N. Hayes. (2007), Perspectives on the Relationship between Education and care in Early Childhood, http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/How_Aistear_was_developed/Research_Papers/

M. Kernan. (2007), Play as a Context for Early Learning and Development, http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/How_Aistear_was_developed/Research_Papers/Play_paper.pdf

McMonagle, A.. (2012), Professional Pedagogy for Early Childhood Education, <http://www.donegalchildcare.com/wp-content/uploads/2015/07/PPP-Educators-Handbook.pdf>

O'Kane. (2016), Transition from Preschool to Primary School, NCCA, <https://www.ncca.ie/media/2471/transition-research-report-no-19.pdf>

Robson, S.. (2019), Developing Thinking and Understanding in Young Children: An Introduction for Students 3rd Ed, London: Routledge.

Self Regulation, <http://www.self-regulation.ca/>

Other Resources

Journal:, Early Childhood Education.

Journal:, European Early Childhood Education Research Association.

Website, National Council for Curriculum & Assessment. (2015), AistearSiolta Practice Guide, <http://www.aistearsiolta.ie>

Website, Department of Education & Skills. (2006), Siolta Manual, Early Years Policy Unit, <http://siolta.ie/media/pdfs/siolta-manual-2017.pdf>

Journal, Journal of play, <http://www.journalofplay.org/>

Website, Developing thinking and understanding in young children: an introduction for students, London, Routledge, https://scholar.google.com/scholar_lookup?hl=en&publication_year=2006&author=S+Robson&title=Developing+Thinking+and+Understanding+in+Young+Children+%3A+An+Introduction+for+Students