Module Details

Module Code:	PROF N7003
Full Title:	Applied Professional Practice 3 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, critical thinking, responsibility and purposeful strategies to lead professional pedagogical practice as Lead Educator in an Early Learning and Care environment (Government of Ireland, 2021)

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	**Module Learning Outcome Description**
MLO1	Appraise & evaluate personal and professional development opportunities
MLO2	Demonstrate the knowledge,practices and values required to lead pedagogical practice in ELC environment as Lead Educator
MLO3	Apply professional responses to work based challenges at Lead Educator level
MLO4	Engage in on-going reflective practice that supports personal and professional development of self and others
MLO5	Demonstrate application of relevant theory and evidence based inquiry to practice at Lead Educator Level

Pre-requisite learning
Module Recommendations   *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).*
No recommendations listed

Module Indicative Content
Professional Practice Preparation
Interview skills, Personal Development, Career Planning, Develop, establish and maintain effective co-professional working relationships with colleagues (e.g., Community of Practice)
Reflective Practice
Continuing engagement with the reflective process and progression of critical appraisal of self and ability to promote and support professional development of a range of Educators in ELC settings.
National Frameworks and Regulations
Assimilated use of Siolta, Aistear, & Diversity, Equality & Inclusion Charter, Quality Regulatory Framework, First 5, Participation Framework in professional practice workplace underpinned by legislation and regulation
Lead Early Years Educator Skills
Attuning practice to meet criteria from Lead Educator profile (Government of Ireland, 2021). Ability to maintain strong interpersonal, intrapersonal and self-awareness skills in all interactions with a variety of stakeholders, including parents, colleagues and children.

Module Assessment

Assessment Breakdown	%
Course Work	100.00%

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 examine personal and professional development opportunities & skills; to demonstrate competencies, skills and knowledge in relation to the Experienced Practitioner profile; to engage in the process of ongoing reflexive and reflective practice on personal and professional experiences			
Assessment Type	Other	**% of Total Mark**	40
Marks Out Of	0	**Pass Mark**	0
Timing	n/a	**Learning Outcome**	1,2,3,4,5
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 Project

No Practical

No Final Examination

Reassessment Requirement
No repeat examination
Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.
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

Workload Type	Contact Type	Workload Description	Frequency	Average Weekly Learner Workload	Hours
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	0.13	2
				Total Weekly Learner Workload	13.60
				Total Weekly Contact Hours	13.60

Module Resources

Recommended Book Resources

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; https://hubnanog.ie/participation-framework.

Department of Education & Skills. (2017), Siolta. The National Quality Framework for Early Childhood Education, 2nd. DES, Dublin.

Carr, M. & Lee, W.. (2012), Learning Stories _ Constructing Learner Identities in Early Education., SAGE Publications Ltd., London.

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/nurturingskills/.

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

Moloney, M. & McCarthy, E.. (2018), Intentional Leadership for Effective Inclusion in Early Childhood Education and Care, Routledge, Oxon.

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

Reed, M. & Canning N.. (2013), Reflective Practice in the Early Years,, SAGE Publications Ltd, England, [ISBN: 9781848601628].

Supplementary Book Resources

Fisher, J.. (2018), Interacting Or Interfering? Improving Interactions in the Early Years, Open University Press, UK, [ISBN: 978-033526256].

Mc Partland, E.. (2012), Supervision and Leadership in Childcare., Gill and Macmillan, Dublin, [ISBN: 0717153428].

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

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

Recommended Article/Paper Resources

E. Dunphy. (2008), Supporting Early Learning and Development Through Formative Assessment, http://www.ncca.ie/en/Curriculum_and_Ass essment/Early_Childhood_and_Primary_Educ ation/Early_Childhood_Education/How_Aist ear_was_developed/Research_Papers/Format ive_assessment_full_paper.pdf

McMonagle, A.. Professional Pedagogy for Early Childhood Education, https://www.pobal.ie/Publications/Docume nts/EOCP%20Professional%20Pedagogy%20for %20Early%20Childhood%20Education.pdf

Website, http://discovery.ucl.ac.uk/168571/1/down load8.pdf

Website, http://pss.sagepub.com/content/early/201 3/08/16/0956797613482335

Supplementary Article/Paper Resources

Hallet, E.. (2016), Early Years Practice For Educators and Teachers, Sage Publications.

Other Resources

Journal, Early Childhood Education.

Journal, European Early Childhood Education Research Association.

Journal, Journal of Play, http://www.journalofplay.org/

Website, DES. (2015), AistearSiolta Practice Guide, http://www.aistearsiolta.ie

PDF document, DCYA. (2016), Diversity, Equality and Inclusion Charter & Guidelines for Early Childhood Care & Education, Dublin, Government Publications, http://aim.gov.ie/wp-content/uploads/201 6/06/Diversity-Equality-and-Inclusion-Ch arter-and-Guidelines-for-Early-Childhood -Care-Education.pdf