

**EDUC N7012: Sociological aspects of working
with families and children**

Module Details	
Module Code:	EDUC N7012
Full Title:	Sociological aspects of working with families and children APPROVED
Valid From::	Semester 1 - 2022/23 (September 2022)
Language of Instruction:	English
Duration:	1 Semester
Credits::	5
Module Owner::	Lyn Bowers
Departments:	Nursing Midwifery & Early Years
Module Description:	This module will equip the student with a broad view of the important role the family plays in the life of the child. The student will be able to recognise that parents are the primary educators of the child and have a per-eminent role in promoting his /her wellbeing, learning and development (Siolta 3 'Working with parents and families').

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Understand sociological concepts and processes of socialisation of the child and the acquisition of culture.
MLO2	Recognise the major influences on families and family life.
MLO3	Describe the diversity of family forms and childhoods
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	
Sociology, socialisation and the acquisition of culture Introduction to Sociology. Components of culture. Concepts and processes of socialisation through the family, Early Learning and Care setting early years setting and through wider society. Primary and secondary agents of socialisation in childhood – recognition of the role parents and community have. Acknowledging the impact, the cultural context of childhood, has on the child. Holistic view of childhood viewed through the United Nations Convention on the Rights of the Child (UNCRC) lens	
Major influences on family life. Social stratification and effects of social class on the child and family. The determinants of health and well being within the family context. The economic and social functions of family in society – changing roles of adults and children in society. Understanding children as protagonists rather than passive players in family life. Acknowledging the Early Learning and Care setting as a major influence on family life by proactively adopting, and committing to, a democratic and critically reflective approach to continuing professional development. Holistic view of childhood which incorporates an Ecological Systems Theory. Direct and indirect influences on family life/children: Health; Education; Work; Support for children with special needs (AIM); Diversity, Equality & Inclusion Charter & Guidelines; First 5.	
Family types and diversity of family form Sociological perspectives of the family. National and international definitions of family. Facilitation of intercultural dialogue and anti-bias approach in Early Learning and Care setting. Exploration of the diversity of Family form and the diversity of roles within the family. Evolution of the family – family life cycle model. Importance of identity & belonging to the child and their family. Impact of marginalization, poverty, discrimination and deprivation on the child and the family. Diversity, Equality and Inclusion. Knowledge of the importance of adopting a reflective and reflexive approach which enables the Early Learning Educator to support all family types and sustain social cohesion. Commitment to a democratic and inclusive (child, family, community) and anti-bias pedagogical approach which stems from the United Nations Convention on the Rights of the Child (UNCRC)	
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	0	Pass Mark	0
Timing	n/a	Learning Outcome	1,2,3
Duration in minutes	0		
Assessment Description Students are required to produce a substantive piece of work that meets the learning outcomes for this module. This will incorporate both written and practical elements			
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>			
Reassessment Description Continuous Assessment-The student will submit an academic piece of writing examining the sociological issues impacting on health and well being of children and families. 100%			

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	No Description	Every Week	1.20	1.2
Online Contact	Contact	No Description	Every Week	1.00	1
Independent Study	Non Contact	No Description	Every Week	5.00	5
Directed Reading	Non Contact	No Description	Every Week	2.50	2.5
				Total Weekly Learner Workload	9.70
				Total Weekly Contact Hours	2.20

Module Resources

Recommended Book Resources

Chambers D.. (2012), A Sociology of Family Life, Polity press, [ISBN: 9780745695341].
 Department of Children and Youth Affairs. (2016), Diversity, Equality and Inclusion Charter & Guidelines for Early Childhood Care and Education, Government Publications, Dublin.
 Giddens, A; Sutton, P.. (2017), Sociology, 8th. Polity Press, Cambridge, [ISBN: 9780745696683].
 Government of Ireland. (2016), Child Care Act 1991 (Early Years Services) Regulations 2016, Government Publications., Dublin.
 Government of Ireland.. First 5: A whole-of-government strategy for babies, young children and their families, Government Publications, Dublin.
 McDonald, B.. (2014), An Introduction to Sociology in Ireland,,, 3rd. Gill & Macmillan, Dublin, [ISBN: 9780717156221].
 Maybin, J; Woodhead, M.. (2003), Childhoods in Context, John Wiley & Sons Ltd., Chichester, [ISBN: 0470846933].
 Tusla, Child and Family Agency.. Quality and regulatory framework: full day-care services and part-time day-care services, Early Years Inspectorate, Tusla., Dublin.
 Wright, H.. The child in society, Sage Publications Ltd, London.

Supplementary Book Resources

Donohue, J; Gaynor, F. (2011), Education and Care in the Early Years, 5th. Gill & Macmillan Ltd., Dublin, [ISBN: 9780717149759].
 McMonagle, A. Professional Pedagogy for Early Childhood Education., Donegal County Childcare Committee Ltd., Donegal.:
 Moloney, M; McCarthy, E.. (2018), International Leadership for Effective Inclusion in Early Childhood Education and Care, Routledge, Oxon, [ISBN: 9781138092884].

Recommended Article/Paper Resources

Department of Health (2016) Healthy Ireland. (2016), Healthy Ireland – a framework for improved health and wellbeing 2013-2025.<https://www.gov.ie/en/publication/healthy-ireland-framework-2013-2025/>.

Other Resources

Website, Department of Children, Equality, Disability, Integration and Youth; The national framework for children and young people's participation in decision-making.. (2021), <https://hubnanog.ie/participation-framework>, Dublin, Government of Ireland.
 Website, Department of Children, Equality, Disability, Integration and Youth.. (2016), <https://aim.gov.ie/aim-supports/universal-design-guidelines/>.
 Website, Department of Children and Youth Affairs; Diversity, Equality and Inclusion Charter & Guidelines for Early Childhood Care and Education.. (2016), <http://play.aim.gov.ie/wp-content/uploads/2018/03/Charter-and-Guidelines.pdf>.
 Website, Department of Children, Equality, Disability, Integration and Youth. <https://www.gov.ie/en/organisation/departments-of-children-equality-disability-integration-and-youth/>.
 Website, Better Start. <https://www.betterstart.ie/>.
 Website, AistearSiolta Practice Guide. <https://aistearsiolta.ie/en/>.
 Website, Economic & Social Research Institute Growing Up in Ireland National Longitudinal Study. <https://www.growingup.ie/>.
 World Health Organisation. <http://euro.who.int/en/home>.
 Website, United Nations Convention on the Rights of the Child. <https://www.unicef.org/child-rights-convention>.
 Website, Economic & Social Research Institute. <https://www.esri.ie>.
 Office of Social Inclusion.. <https://www.gov.ie/en/organisation/information/ne955a-social-inclusion-division>.
 Website, Ombudsman for Children's Office. <https://www.oco.ie>.
 Website, UNESCO. <https://en.unesco.org/>.
 Website, Central Statistics Office. <https://www.cso.ie>.
 Website, Irish Refugee Council. <https://www.irishrefugeecouncil.ie/>.
 Website, Barnardos. Barnardos, <https://www.barnardos.ie>.
 Website, Pavee Point.. <https://www.paveepoint.ie/>,
<https://www.paveepoint.ie/>
 Focus Ireland.. <https://www.focusireland.ie/focus-on-homelessness/>.
 DkIT. Library Catalogue, <https://dkit.ie/libguides.com/dkithealth>.