

**EDUC N7007: Early Education: Practical
Pedagogies (WORK BASED)**

Module Details	
Module Code:	EDUC N7007
Full Title:	Early Education: Practical Pedagogies (WORK BASED) APPROVED
Valid From::	Semester 2 - 2013/14 (February 2014)
Language of Instruction:	English
Duration:	1 Semester
Credits::	10
Module Owner::	Mary McSkeane
Departments:	Unknown
Module Description:	The aim of this module is to introduce students to core pedagogical practices in early childhood settings and develop skills to support young children and babies appropriately in their learning journey

Module Learning Outcome	
<i>On successful completion of this module the learner will be able to:</i>	
#	Module Learning Outcome Description
MLO1	Discuss the nature and role of play in supporting young children's holistic learning and development
MLO2	Examine the role of the educator in supporting young children's holistic learning and development
MLO3	Understand appropriate strategies for inclusion of parents and families
MLO4	Apply principles of early learning and development to pedagogical practices using Aistear and Siolta as core resources
MLO5	Create enabling pedagogical plans to support appropriate learning experiences
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	
Role of Play Types, Stages, Developmental value, Embedding Aistear	
Role of the Educator Pedagogical techniques and strategies: observing, facilitating, scaffolding, questioning, demonstrating, responding, discussing, encouraging and reviewing. Providing a nurturing environment, positioning, enabling. Developing skills of reflection and reflective practice	
Supporting Parental & Community Engagement Ecological systems theory, Barriers to participation, Practices to promote involvement, Including fathers, Methods of involvement, Building trusting relationships	
Principles of Early Learning and Development Aistear - The Early Childhood Curriculum Framework, an Exploration of Principles. Children's Lives, Children's Connections with Others, How children Learn and Develop	
Planning Pedagogical Experiences The Planning Cycle, The Process, Principles, Planning for possibilities, Learning Opportunities, Appropriate objectives, accommodating interest, approaches and cognitive challenge	

Module Assessment	
Assessment Breakdown	%
Course Work	100.00%
Module Special Regulation	

Assessments

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
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	10.00	10
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	5.00	5
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	2.00	2
Practical	Contact	Workshop	Every Third Week	0.67	2
				Total Weekly Learner Workload	17.67
				Total Weekly Contact Hours	2.67

Module Resources

Recommended Book Resources

NCCA. (2009), Aistear_ The Early Childhood Curriculum Framework, National Council for Curriculum and Assessment, Dublin.
McGonagle, A.. (2012), Professional Pedagogy for Early Childhood Education, Donegal County Childcare Committee, [ISBN: 978-1-907235-05-4].
Andrews, M.. (2012), Exploring Play for Early Childhood Studies, SAGE Publications Ltd, London, [ISBN: 13: 978-0-85725-685-0].
M. Mhic Mhathuna & M. Taylor. (2012), Early Childhood Education and Care _ An Introduction for Students in Ireland, Gill & Macmillan, Dublin, [ISBN: ISBN:9780717153244].
Shirley Allen, Mary E. Whalley. (2010), Supporting Pedagogy and Practice in Early Years Settings, Learning Matters Ltd., UK, p.176, [ISBN: 978-1-84445-465-5].

Supplementary Book Resources

Lesley Abbott and Rosemary Rodger. (1997), Quality education in the early years, (3rd). Open University Press,, Buckingham [England], [ISBN: 0-335-19230-0].

This module does not have any article/paper resources

Other Resources

Website, www.ncca.ie.
Website, www.cecde.ie.
Website, www.bccn.ie.
Website, www.louthchildcare.ie.
Journal, International Journal of Play.
Link, Library Catalogue,
<http://tinyurl.com/mmpbsdj>