

**HLST N8163: Contemporary Practice: the early
years perspective**

Module Details	
Module Code:	HLST N8163
Full Title:	Contemporary Practice: the early years perspective APPROVED
Valid From::	Semester 1 - 2018/19 (September 2018)
Language of Instruction:	English
Duration:	1 Semester
Credits::	5
Module Owner::	Myles Hackett
Departments:	Unknown
Module Description:	This module considers some of the most dominant discourses on major contemporary issues that impact on the work of early years educators.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Debate skilfully on contemporary issues influencing the early years policy agenda
MLO2	Evaluate the significance of contemporary pedagogical trends in early years education and care
MLO3	Critically analyse contrasting perspectives affecting pedagogical practices
MLO4	Explore ways in which boundaries of early childhood studies and practices are expanding
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	
The policy agenda Changing Landscape of Early Childhood service provision in Ireland, pertinent policy developments to include stakeholder and legislative requirements, compliance, conceptualisations of children and childhood	
Contemporary pedagogical trends Informed practice, methodical perspectives, the international picture, multidisciplinary teams, diversity and inclusion, respecting the voice of the child, social justice, team working, curricular and quality issues, anti-bias curriculum: pedagogical voice of the educator, leadership and entrepreneurial roles.	
Expansion of boundaries Research spaces, differing perspectives, analytical thinking, digital age: impact of technology on development of the child, emerging issues, contradictions and possibilities	
Module Assessment	
Assessment Breakdown	%
Course Work	100.00%
Module Special Regulation	

Assessments

Part Time On Campus			
Course Work			
Assessment Type	Written Report	% of Total Mark	40
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	2,3,4
Duration in minutes	0		
Assessment Description Choose a contemporary practice that may present a challenge to professionals working in the early years sector. Submit an abstract (400 to 450 words) of the topic which will be presented (Symposium style) at a later stage in the semester.			
Assessment Type	Presentation	% of Total Mark	60
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	1,4
Duration in minutes	15		
Assessment Description The student will make an oral presentation based on their chosen contemporary topic, with exposition supported by current and appropriately synthesised research.			
No Project			
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. Lectures will be delivered using a combination of face to face and on-line delivery.	Every Week	1.00	1
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.	Once per semester	2.53	38
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	Once per semester	5.00	75
				Total Weekly Learner Workload	8.53
				Total Weekly Contact Hours	1.00

Module Resources
<i>Supplementary Book Resources</i>
Pugh, G. & Duffy, B.. (2013), Contemporary Issues in the Early Years, 6th Edition. Sage Publishing, United Kingdom, [ISBN: 9781446266410].
<i>Recommended Article/Paper Resources</i>
<p>Department of Children and Youth Affairs. (2016), Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood.</p> <p>University of East London, Cass School of Education and University of Ghent. (2011), CoRe. Competence requirements in Early Childhood Education and Care.</p> <p>Urban, M., Robson, S., Scacchi, V. University of Roehampton. Early Childhood Research Centre (ECRC).. (2017), Review of Occupational Role Profiles in Ireland in Early Childhood Education and Care.</p>
<i>Other Resources</i>
<p>Journal, Contemporary Issues in Early Childhood, http://journals.sagepub.com/home/ciea</p> <p>Journal, Early Childhood Research & Practice, University of Illinois.</p>