

**HLST N8161: Reflective Pedagogy and the  
Professional Educator**

Module Details	
Module Code:	HLST N8161
Full Title:	Reflective Pedagogy and the Professional Educator APPROVED
Valid From::	Semester 2 - 2018/19 ( February 2019 )
Language of Instruction:	English
Duration:	1 Semester
Credits::	5
Module Owner::	Myles Hackett
Departments:	Unknown
Module Description:	The aim of this module is to enable the learner to appreciate the need for reflective and reflexive practice in underpinning the work of the Professional Pedagogue.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Demonstrate the value of both reflective and reflexive practice in the work of the Professional Pedagogue.
MLO2	Illustrate the importance of a flexible, intercultural and reflexive approach to working with parents in creating more positive relationships with families and children.
MLO3	Critically appraise effective pedagogy as a construct for young children's' holistic development.
MLO4	Demonstrate capacity to assimilate relevant documentation in the development of comprehensive policy documents that will inform high quality pedagogical praxis.
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	
<b>Reflective and reflexive practice</b> Reflective Practice can enable practitioners to learn from experience about themselves, their mental health awareness, their work, and the way they relate to home and work, significant others and wider society and culture. Reflexivity is finding strategies to question our own attitudes, thought processes, values, assumptions, prejudices and habitual actions, to strive to understand our complex roles in relation to others. To be reflexive is to examine, for example, how we – seemingly unwittingly – are involved in creating social or professional structures counter to our own values.	
<b>Creating and sustaining positive relationships</b> Flexibility, open communication, reflective and reflexive practice and intercultural competence. Engage in authentic dialogue with children; 'Real talk' as the basis for this. The discussion in 'real talk' is directed by the interest of all the participants (children)– not just the educator or a designated discussion leader. Aistear on Interactions, Siolta on partnerships, Bronfenbrenner's bioecological model.	
<b>Effective pedagogy</b> Reflexive observational pedagogical practice infused with a deep integration of philosophical ideas, knowledge of human development and conceptualisations of children as 'active agents' in their learning. The essence of play as a construct for skill development; Is play really 'that' important? Emergent Curriculum.	
<b>Informing high quality pedagogical praxis</b> Understanding the process: Drawing on developmental theories, relevant documentation including Diversity, Equality and Inclusion Charter (2016), Aistear (2009) & Siolta (2006) frameworks, Childcare Act 1991 (Early Years Services) Regulations, 2016 (as examples). Understanding how to read the evidence from systematic reviews and meta-analysis. Ethical decision making. Policy Layout: purpose, principles, statement of intent, policies and procedures.	
Module Assessment	
Assessment Breakdown	%
Course Work	100.00%
Module Special Regulation	

## Assessments

Part Time On Campus			
Course Work			
<b>Assessment Type</b>	Continuous Assessment	<b>% of Total Mark</b>	100
<b>Marks Out Of</b>	100	<b>Pass Mark</b>	40
<b>Timing</b>	n/a	<b>Learning Outcome</b>	1,2,3,4
<b>Duration in minutes</b>	0		
<b>Assessment Description</b> Presentation (i.e. poster / oral exposition) / Exemplar of practice - snapshots of learning that exemplify a larger experience or sequence of events. Sample of student work produced in response to a set task. Each exemplar illustrates student work based on a particular topic ... related to learning outcome/s of the module Exemplars are examples of assessments that make visible learning that is valued so that the learning community (children, teachers, parents and others) can foster ongoing and diverse learning pathways			
No Project			
No Practical			
No Final Examination			
Reassessment Requirement			
<b>No repeat examination</b> <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

### Workload: Full 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.	Every Week	2.00	2
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	3.00	3
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	3.00	3
				Total Weekly Learner Workload	8.00
				Total Weekly Contact Hours	2.00

**This module has no Part Time On Campus workload.**

## Module Resources

### *Recommended Book Resources*

Chandler, Barbara, E.. (1997), *The Essence of Play: A Child's Occupation.*, American Occupational Therapy Association, Pennsylvania State University, [ISBN: 10: 156900106].

Arnold, C.. (2012), *Improving Your Reflective Practice Through Stories of Practitioner Research.*, Routledge, United Kingdom, [ISBN: 10:0415697301].

### *Supplementary Book Resources*

Howard, J. & McInnes, k.. (2013), *The Essence of Play: A Practice Companion for Professionals Working with Children and Young People*, Taylor & Francis, London, [ISBN: 10: 041567813].

Freidman, D.. (2011), *Creating an Early Childhood Education Portfolio. A Reflective Approach.*, Wadsworth Publishing, California, [ISBN: 10: 111134433].

### *Recommended Article/Paper Resources*

Department of Children and Youth Affairs. (2016), *Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education.*

Department of Children and Youth Affairs. (2016), *Childcare Act 1991 (Early Years Services) Regulations, 2016.*

### *Other Resources*

Website, (2015), Aistear / Siolta Practice Guide,  
<http://aistearsiolta.ie/en/>