

PROF N7003: Applied Professional Practice 3

Module Details	
Module Code:	PROF N7003
Full Title:	Applied Professional Practice 3 APPROVED
Valid From::	Semester 1 - 2019/20 (June 2019)
Language of Instruction:	English
Duration:	2 Semesters
Credits::	10
Module Owner::	Caroline McDonnell
Departments:	Unknown
Module Description:	The aim of this module is to provide opportunity to apply theoretical knowledge to professional practice at Experienced Practitioner Level (JELR, 2002) or equivalent (Government of Ireland, 2018) .

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 skills and knowledge outlined in the Experienced Practitioner profile.
MLO3	Apply professional responses to work based challenges at Experienced Practitioner level
MLO4	Engage in on-going reflective practice that supports personal and professional development
MLO5	Demonstrate application of relevant theory to practice at Experienced Practitioner level
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
Professional Practice Preparation Interview skills, Personal Development, Career Planning,
Reflective Practice Continuing engagement with the reflective process and progression of critical appraisal
National Frameworks Assimilated use of Siolta, Aistear, & Diversity, Equality & Inclusion Charter in professional practice workplace
Experienced Practitioner Skills Attuning practice to meet criteria from Experienced practitioner profile

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 <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 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

<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	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

Carr, M. & Lee, W.. (2012), Learning Stories _ Constructing Learner Identities in Early Education., SAGE Publications Ltd., London.
Reed, M. & Canning N.. (2013), Reflective Practice in the Early Years., SAGE Publications Ltd, England, [ISBN: 9781848601628].
NCCA. National Council for Curriculum and Assessment.. (2009), Aistear. The Early Childhood Curriculum Framework., The Stationery Office, Dublin.
Department of Education & Skills. (2017), Siolta. The National Quality Framework for Early Childhood Education, 2nd. DES, Dublin.
Moloney, M. & McCarthy, E.. (2018), Intentional Leadership for Effective Inclusion in Early Childhood Education and Care, Routledge, Oxon.

Supplementary Book Resources

Department of Justice, Equality and Law Reform. (2002), Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector., Government Publications, Dublin.
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. & Egdington, M.. (2015), Developing High Quality Assessment, Observation and Planning in the Early Years: Made to Measure, Routledge Taylor & Francis, [ISBN: 9781138808041].
Fisher, J.. (2018), Interacting Or Interfering? Improving Interactions in the Early Years, Open University Press, UK, [ISBN: 978-033526256].

Recommended Article/Paper Resources

E. Dunphy. (2008), Supporting Early Learning and Development Through Formative Assessment, http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/How_Aistear_was_developed/Research_Papers/Format ive_assessment_full_paper.pdf
McMonagle, A.. Professional Pedagogy for Early Childhood Education, <https://www.pobal.ie/Publications/Documents/EOSP%20Professional%20Pedagogy%20for%20Early%20Childhood%20Education.pdf>
<http://discovery.ucl.ac.uk/168571/1/download8.pdf>
<http://pss.sagepub.com/content/early/2013/08/16/0956797613482335>

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/2016/06/Diversity-Equality-and-Inclusion-Charter-and-Guidelines-for-Early-Childhood-Care-Education.pdf>