



## **Mary Immaculate College**

# **Module Offering for International Students 2020 / 2021 Programme**

## **BA Early Childhood Care and Education**

*Please note that all BACATS modules are worth 6 ECTS, unless otherwise stated.  
This is equivalent to 3 US credits or 10 Australian Study Credits.*

## EARLY CHILDHOOD CARE AND EDUCATION

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES (IF ANY) / COMMENTS
<b>Autumn Semester – Year 1</b>			
ECE 101	<b>Foundation Studies in Early Childhood Care &amp; Education</b>	Students will explore the concept and principles of early childhood care and education and its development in the Irish context and internationally. The development of the concept and principles of early childhood care and education in an international context will be explored and juxtaposed with the Irish context. Students will be provided with a broad overview of the curriculum and quality frameworks underpinning early years education in Ireland. The specific role and responsibility of the early years educator will be analysed with reference to the key elements of the concept of a profession. Students will acquire a knowledge and understanding of academic writing conventions and the use of information and communication technology in augmenting learning academic writing and research. Students' competence in the use of the Moodle platform and accessing library resources will be developed. The concept of 'digital citizenship' will be explored and students' responsibility as digital citizens will be identified.	None
ECE 102	<b>Child, Family &amp; Community 1</b>	The module will draw heavily from the theoretical perspectives and research from sociology of the family. Some of the topics that will be discussed will investigate how family life has changed, the impact of cultural diversity on the child's early education experience; the link between family, social class and educational outcomes; the impact of gender on early childhood; and the changing nature of motherhood and fatherhood. Students will be introduced to sociological terms and concepts necessary to explore the relationship between families, educational settings and communities. The module will also interrogate some core policy documents outlining the functions of early childhood education in Ireland and strategies for dealing with diversity and equality in the early years' setting.	None
ECE 103	<b>Language Development in Early Childhood</b>	Students will be introduced to the process of early speech and language development. How a child learns to communicate and to use language will be explored through an examination of the overall pattern and stages of language as well as by investigating specific aspects of language including, phonological, morphological, syntactic, semantic and pragmatic elements. The key role of the adult in the language learning of a child will be analysed with particular reference to interactional strategies that enhance language	None

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		development. Issues related to speech, language and communication needs (SLCN) in the early years will be identified and appropriate strategies to assist with communication difficulties will be reviewed. Students will also examine the features of bilingualism and multilingualism in the early years and will consider processes and resources to optimize the development of bilingualism and multilingualism in young children.	
<b>ECE 104</b>	<b>The Role of Play in Development</b>	This module provides an introduction to the central role of play in children's development- the role of play in promoting emotional well-being, self-regulation, language, communication and literacy, creativity, scientific and mathematical understanding; the key features of play and playfulness; dominant theoretical perspectives on the role of play including psychoanalytic, constructivist and sociocultural perspectives; the main categories of play including: physical play, object play, pretend play, symbolic play and games with rules; the broad patterns in play development from infancy through early childhood across the five main types of play; individual and contextual factors which can influence young children's play including gender, additional needs and culture.	None

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MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES (IF ANY) / COMMENTS
<b>Autumn Semester – Year 2</b>			
<b>ECE201</b>	<b>Creative Arts in the Early Years</b>	Students will explore media, techniques and processes used in the creative arts and consider how preschoolers communicate ideas and experiences. The safe use of art materials and resources will be addressed as well as practical considerations regarding the principles of architecture and design which enhance creativity in early childhood settings. There is a focus on exploring the concept and practice of creativity and expressing personal experiences creatively as a foundation to discussions on creativity across the early childhood curriculum. The delivery will include working with a variety of creative media and techniques in an individual capacity, in small groups and in collaborative work. As part of this module every student will collate a portfolio of creative practices.	None
<b>ECE202</b>	<b>Child, Family and Community 2</b>	This module provides participants with an overview of international and national policies affecting early childhood care and education relative to the child, the family and the community; an overview of early childhood education infrastructural development in Ireland; an overview of the role of statutory and voluntary sector early childhood organisations relative to the child, the family and the community; an examination of the role of the educator relative to contemporary policy; an examination of the centrality of reflective practice in assessing the quality of institutional practices aligned to policy objectives relative to the child, the family and the community. The purpose of this module is to enhance students understanding of their role as practitioners in bridging the gap between home and school for the benefit of the child.	Prior engagement with a related module introducing Child, Family and Community
<b>ECE203</b>	<b>The Early Years: Historical and Philosophical Perspectives</b>	Students will be introduced to the historical development of the concept of childhood in Greek and Roman civilisations and trace the progression of this theme to the present day. Students will encounter the philosophical perspectives of some of the principal contributors to the enduring concept of ‘childhood’ including Jean Jacques Rousseau, Johann Heinrich Pestalozzi, Friedrich Froebel, Maria Montessori, Rudolf Steiner, the McMillan Sisters, John Dewey, Loris Malaguzzi and Howard Gardner. Students will apply conceptual analysis to specific discourses of early years education such as ‘child-centred’; ‘play’, ‘holistic development’ ‘educarer’, ‘values’, ‘inclusion’ and ‘profession’. Specific links will be made between the historical development of early years education,	None

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		the work of significant philosophers of education and current policy and practice in the field of early years education.	
<b>ECE204</b>	<b>Child Health and Well-being 2</b>	In this module students will explore the concept of wellness in ECCE and the implementation of Aistear in practice with particular reference to the themes of well-being and identity & belonging and to the aim of children being 'healthy and fit' in practice. Promoting rudimentary and fundamental movement skills in young children. Identify major child public health problems such as the rise of obesity and consider practical strategies to address obesity in practice. Examine common chronic conditions in children such as asthma and allergies, skin conditions, diabetes and epilepsy and address best practice in terms of management of these conditions; introduction to genetic and congenital disorders and developmental delay; explore children's understanding of and perspectives on health and well-being and the impact of illness on families.	Prior engagement with a related module introducing child health and well-being in the early years.

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<b>Autumn Semester – Year 4</b>			
ECE 401	<b>Management 2: Early Childhood Education and Care: Leadership and Management</b>	Early childhood management involves the fusion of theory, research, experience, application and knowledge. Leadership and management is endorsed through legislation, as a professional responsibility for managers and educators. Building upon Policy for Early Childhood Care and Education Management, this module focuses upon the roles and responsibilities of the early years manager as they relate to a range of management functions: legislative compliance (in multiple domains and disciplines); financial management; human resource management, performance management and change management.	Foundational Early Childhood Education and Care Management
ECE 402	<b>Advanced Issues in Child Psychology</b>	This module will advance students understanding psychological perspectives on child development. Students will be encouraged to critically examine contemporary issues in child psychology in depth. Students will also develop key skills in observation, analysis of children’s verbal and written expression and dialogic pedagogy. The module will prepare students to become critical, reflective practitioners with well refined skills for understanding and scaffolding children’s learning, wellbeing and development.	Foundational Child Development
ECE 403	<b>Curriculum Guidelines for the Early Years (Children birth to 3-years)</b>	This module will provide students with the opportunity to explore how the curriculum and pedagogical practices can be adapted to meet the unique needs of infants and toddlers in early childhood care and education contexts. The early childhood curriculum framework <i>Aistear</i> (NCCA, 2009) incorporates children from birth to six years. Moreover, neuroscientific research now provides evidence that experiences in the first three years have a profound impact on life-long learning and development. This module will allow students to develop the competencies needed to plan, facilitate and evaluate a curriculum which supports all infants and young children reaching their potential.	None

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<b>Spring Semester – Year 1</b>			
ECE 151	<b>Effective Pedagogy for Early Learning</b>	This module will provide students with the opportunity to develop an understanding of the concept of effective pedagogy and its role in supporting all children working towards the aims and learning goals of the Irish early childhood curriculum framework <i>Aistear</i> (NCCA, 2009).	None
ECE 152	<b>Creative Music-Making in Early Years' Curricula</b>	The rationale of this module is to equip the students with skills, knowledge and competence relating to the provision of creative music making in early years education. The purpose of the module is to facilitate the student to explore the theoretical and policy context for creative music making in early years education; develop an understanding of its value in the holistic development of the child; assist the student to experientially develop their own creative musicianship and skills; enable the student to design age/developmentally appropriate creative music opportunities for children in early years education; consider the unique role of the adult in the provision of quality experiences; discuss the student as a reflective practitioner; enable the student to take responsibility for, and be an active agent in his/her own learning.	None
ECE 153	<b>Child Development</b>	This module will introduce students to the discipline of psychology and developmental psychology with particular focus on child development during infancy and early childhood. It will provide the theoretical foundation for key constructs, theories and developmental processes in perceptual, physical, social, emotional, cognitive and language development. Attention will also be directed towards the pre-natal stages of development. Students will engage with relevant theories of learning and the role of the early years' educator in understanding and promoting positive child development. An ecological approach to child development will be discussed with particular emphasis on the immediate family context and early educational environments.	None
ECE 154	<b>Child Health &amp; Well-being 1</b>	This module will equip students with the necessary knowledge and skills to enable them to provide a safe and healthy environment for young children as a foundation for lifelong health and well-being. Students will consider their role in promoting health and well-being from an evidence based perspective in keeping with current legislation and policy. Working within early childhood settings, students also need to recognise signs and symptoms of common infections and how to prevent their spread and how to respond appropriately when a child is ill.	None

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## EARLY CHILDHOOD CARE AND EDUCATION

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES (IF ANY) / COMMENTS
<b>Spring Semester – Year 2</b>			
ECE 251	<b>Models of Curriculum</b>	In this module students will explore the concept of curriculum in relation to early childhood care and education; the guiding principles of curricular models for young children; application of these principles in practice in curricular models nationally and in a range of other countries including New Zealand, the US, the UK, Scandinavian and other European countries, an introduction to the concept of intervention models in early childhood care and education; examining the influences on early learning and development including historical and cultural contexts; introduction to some of the pioneers of early childhood education e.g. Froebel, Montessori, Steiner, Malaguzzi (Reggio Emilia) and the implications of Piaget and Vygotsky on practice in early childhood settings.	None
ECE 252	<b>Educational Psychology</b>	This module will introduce students to the field of educational psychology. The course will provide an introduction to the field of educational psychology and will examine how psychological theories can be applied to the understanding of early childhood care and education. More specifically, the course seeks to explore how motivation theories, attachment theories, ecological theories, behavioural and socio-cognitive theories can be used to create a positive learning environment for young children. The course aims to support students in managing behaviour and in understanding how to create environments which foster children's learning and development. This module adopts a preventative, positive framework for supporting the behaviour of children in early childhood settings. It will equip them with the knowledge and skills to use psychological theory as a tool for reflective practice.	Prior engagement with a related module introducing the concept of play in the early years.

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ECE 253	<b>Language and Literacy in the Early Years</b>	Students will revise and consolidate their understanding of language development in young children. Current theories of language acquisition will be explored with reference to recent research in the field. The significance of language and literacy within <i>Aistear: The Early Childhood Curriculum Framework</i> will be presented. The role of the early years educator in enhancing all forms of communication in the early years setting will be investigated through the analysis of effective techniques to stimulate language interaction between the adult and child. Students will discover how multiple early literacy experiences such as book sharing, mark-making, engagement with digital media, playful singing/rhyming activities and literacy-rich environments contribute to the emergent reading and writing skills of young children. The features of bilingualism and multilingualism in young children will be reviewed with a particular emphasis on how educators support the learning of additional languages in early years environments. Students will identify the challenges of speech language and communication needs (SLCN) in the young child and will review the importance of collaboration with family and other professionals.	Prior engagement with a related module introducing language development in the early years.
ECE 254	<b>Sociological and Global Perspectives</b>	Students will encounter contemporary post structural sociological paradigms on childhood. This module will explore how early childhood discourse in Europe has evolved from the 4 <sup>th</sup> to the 21 <sup>st</sup> centuries and how typologies of contemporary childhood are evident in Irish ECCE policy. Students will reflect upon the social construction of childhood both nationally and internationally and identity global dichotomies in the lived experience of the child and family; children's work, the 'global child', the application of global standards in the form of the UNCRC and challenges associated with global equity. Students will develop an in-depth understanding of the relationship between structure, discourse and agency in sociology and how, through the process of socialisation, social structures such as gender, class and family can limit or enhance the child's agency in the early years.	

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MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES (IF ANY) / COMMENTS
<b>Spring Semester – Year 3</b>			
<b>ECE 350</b>	STEM in the Early Years	The purpose of the STEM (science, technology, engineering and mathematics) in the Early years module is to facilitate students to recognise and develop STEM-related concepts within the early childhood environment including developing awareness of key mathematical concepts (such as number, shape) scientific enquiry, problem-solving and critical thinking. This module will explore the integration of STEM into the early years setting; consider the unique role of the adult in the provision of a quality experience and enable the student to take responsibility for, and be an active agent in his/her own learning.	None
<b>ECE 351</b>	Management 1: Policy for Early Childhood Education and Care Management	The purpose of this module is to consolidate and further extend student's knowledge, and understanding of ecological systems theory with particular focus upon the management role in early years services. Students will be introduced to a broad range of legislative enactments, and policy initiatives within the ECEC sector. They will critically analyse, and reflect upon these policies, and initiatives, to determine how they shape the roles and responsibilities of the early years manager, and in turn how services interact with and support children, families, communities, and government bodies, support agencies and others.	None
<b>ECE 352</b>	Research Methods	Building on students existing knowledge and experience, this module is designed to introduce students to paradigms of research with a particular focus on situating the paradigms of research in early years care and education policy and practice The module focuses on developing the concept of the early years educator as researcher and provides students with the knowledge, understanding and skills to develop a proposal for a small research study located in an area related to early years education.	None
<b>ECE 353</b>	Cultural and Linguistic Diversity: Implications for Professional Practice	This module explores the critical issues facing teachers and young children in contexts of increasing cultural diversity in Ireland; the interactivity of race, ethnicity, gender, class, ability and community; the twin and interrelated themes celebrating diversity in young children's lives and confronting social injustice and oppression; culturally and developmentally appropriate teaching and learning approaches; the immersion method of language acquisition. The purpose of this module is to enhance student's	None

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		ability to teach for cultural and linguistic diversity in our ever-changing early years landscape in Ireland.	
<b>ECE354</b>	Including Children with Special Needs in the Early Years	This module is designed to consolidate and further develop the students' existing knowledge, understanding and skills related to meeting the needs of children with special needs in the early years. The purpose of this module is to equip the students with the knowledge, skills and attitudes to become collaborative early years educators in order to provide the best possible outcomes for children with special needs. Students will be provided with opportunities to develop an understanding of children with special needs and create a supportive early years environment. They will also develop a range of strategies to identify and provide appropriate support for these children at the critical early stages of development. The module is situated within the concept of partnership with families, other professionals and the wider community.	None

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MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES (IF ANY) / COMMENTS
<b>Spring Semester – Year 4</b>			
ECE 451	<b>Curriculum and Pedagogy (3-6 years)</b>	This module will provide students with the opportunity to develop the pedagogical skills required to develop an emergent and inquiry-based curriculum for preschool aged children. Exploring the role of the early years educator as a pedagogical leader through identifying the knowledge, dispositions, skills and abilities that early years educators' need to provide a high quality preschool curriculum; using <i>Aistear</i> to construct an emergent and inquiry-based approach to curriculum for preschool children; using children's interests and prior learning as starting points for curriculum planning; strategies which build on the individual learning needs and play interests of all children during the preschool years; assessment practices which support the learning and development of children three to six with an emphasis on developing child-led methods of assessment; the role of <i>Aistear</i> in connecting old and new ways of learning as children transition from pre-school to the infant classroom; national and interactional empirical research evidence on high quality pedagogy and curricula for children under three.	None

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## EARLY CHILDHOOD EDUCATION MODULES ON THE BACHELOR OF EDUCATION PROGRAMME

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES (IF ANY) / COMMENTS
<b>EDU352</b>  <i>Autumn Year 3</i>	<b>Early Childhood Education – Curriculum, Research and Pedagogy</b>	Exploration of the concept of curriculum as it relates to early childhood education; articulation of the guiding principles of curricular models for young children; interrogation of these principles in curricular models nationally and internationally such as Aistear (Ireland), TeWhariki (New Zealand), the Early Years Foundation Stage (UK), Early Childhood Education and Care (Finland) and Reggio Emilia (Italy); the application of sound pedagogical practice that recognises the role of play and the need for a balanced approach to be adopted between child-initiated and adult-initiated activity; understanding the links between Aistear, Síolta (National Quality Framework) and the Primary School Curriculum; exploration of the issues involved in the transition process from early childhood settings to the primary school classroom; exploration of the components of quality in the context of early childhood education with particular reference to Ireland’s National Quality Framework for Early Childhood Education; critical analysis of a broad range of research in early childhood education and its implications for practice and investigation of the concept of early intervention and the evidence base for its effectiveness.	None  <b>Note this module is worth 3 ECTS credits only.</b>
<b>EDE 354</b>  <i>Autumn Year 3</i>	<b>Play and Learning in Early Childhood Education</b>	Students will engage with the definitions and characteristics of young children’s play; prominent theories of play and development and the various categories of play will be explored; the process of play development for children from birth to six years will be examined; the contribution of play to fostering the holistic development of the child with specific reference to Aistear and the Primary School Curriculum will be explored; the potential of play to contribute to children’s learning will be emphasised; the role of both the indoor and outdoor environment in facilitating and supporting play will be considered; criteria for the selection of developmentally appropriate toys and play materials will be explored and Health and safety issues associated with children’s play will be highlighted.	None

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MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES (IF ANY) / COMMENTS
<b>EDE 403</b>  <i>Spring Year 4</i>	<b>Inclusion in the Early Years: Critical Issues in Policy, Practice and Research</b>	Students will interrogate national and international policy contexts for inclusion in early childhood education; situate inclusion in early childhood education in a legislative context; cultivate students' empathy of parents' experiences in having a child with special educational needs; develop students' skills in liaising effectively with parents of children with special educational needs; develop an awareness of the key components of effective multi-agency working; examine co-occurring chronic health conditions such as asthma, allergies, skin conditions, diabetes and epilepsy, apply common, group-specific and individualised pedagogic approaches in including children with special educational needs in the same learning and teaching experiences as their peers; understand the role of Aistear, and the Primary School Curriculum for children with special educational needs in the early years; understand the importance of the transition process for children with special educational needs and their parents / carers and interrogate the research-basis for early intervention.	None

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