

Module code: MOD003708	Version: 2 Date Amended: 04/Aug/2020
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1. Module Title
Early Childhood: Principles, Practice and Professionalism

2a. Module Leader
Paulette Luff

2b. School
School of Education

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
7

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

This module encourages students to view their experiences of early childhood education and care through different lenses in order to extend the insights they may bring to the workplace.

It considers childhood from a range of historical and contemporary perspectives, including ideas and principles from pioneer early educators and from more recent theories and approaches.

Different curricula and pedagogies are explored to support better understandings of the foundations and development of present-day practices, mindful of the importance of the role of educators and of indoor and outdoor play experiences.

The dynamics of leadership are studied, in light of these ideas, encouraging students to develop a personal philosophy of professionalism that blends individual strengths and interests with the needs of colleagues, parents/families, and the children in their care.

Together, these three strands will support the practitioner, or intending practitioner, to develop a firm but broad foundation for reflective and reflexive practice in early childhood education.

6b. Outline Content

This module encourages students to view their experiences of early childhood through different lenses in order to extend the insights they may bring to the workplace. It considers childhood from a range of contemporary perspectives including the postmodern, critiquing theories from developmental psychology and introducing ideas from the new sociology of childhood. It examines the work of pioneer early educators and more recent pedagogies, curricula and practices from a range of countries in order to better understand the foundations and development of present day practices, mindful of the importance of indoor and outdoor play experiences. It explores the dynamics of leadership and management in light of these ideas encouraging students to develop a personal philosophy of professionalism that blends individual strengths and interests with the needs of colleagues, parents, and the children in their care. Together, these three strands will support the practitioner, or intending practitioner, to develop a firm but broad foundation for reflective and reflexive practice.

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

N/A

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Engage with a range of philosophical perspectives on childhood, children, their care and education.
2	Knowledge and Understanding	Develop and explain a personal view of professionalism showing clearly how this connects with established theories and approaches.
3	Intellectual, practical, affective and transferrable skills	Engage critically with aspects of practice in the field of early childhood education and care.
4	Intellectual, practical, affective and transferrable skills	Reflect upon understandings of aspects of early childhood education and care and discuss ideas constructively with peers

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2024/5	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	0	None	None
Other teacher managed learning	36	1-4	Teaching and learning will take the form of weekly activities that are a combination of tutor-led, small group and individual tasks. Individual and group tutorials will also be available.
Student managed learning	264	1-4	Suggested reading and web-based materials on Canvas plus peer review of draft work.
TOTAL:	300		

9. Assessment for the above Module Occurrence					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	100 (%)	Fine Grade	40 (%)
Patchwork text 6000 words					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]