

Partner University	Maynooth University
Erasmus code:	IRL MAYNOOT01

Subject	Code	Semester	Area	Content	Home subject	Code	Semester
<b>Froebel Department of Primary and Early Childhood Education</b>							
<a href="#">CHILDREN'S SPACES</a>	EDC204	full year	KIDE, ECE	This module supports creative thinking around both the physical and affective environments for young children. It aims to provoke critical analysis of the ways in which the environment promotes well-being, and facilitates the development of relationships, agency, and mastery, from birth to six years. The module critically appraises each dimension of the social and learning spaces and examines the equipment, materials and practices required for optimal learning opportunities.			
<a href="#">CURRICULUM, PEDAGOGY AND ASSESSMENT</a>	EDC306	full year	KIDE, ECE	The module will explore and highlight the interconnected nature of curriculum, pedagogy and assessment. It will focus on assessment as a social practice and as a tool for feedback and dialogue, emphasising the child's identity as a competent learner, while making links with Aistear and Siolta. The module will consider modes, models, purposes and outcomes of assessment appropriate to the early childhood setting. Finally, this module will draw together learning from previous years to complete the cycle of planning, implementing and evaluating curriculum.			
<a href="#">DEVELOPMENT, EDUCATION AND INTERCULTURAL EDUCATION</a>	EDF226Z	spring	KIDE, ECE	Ireland is in a state of ongoing transformation, experiencing rapid and dramatic cultural, economic, and social changes in a short period of time. The topics covered in this module seek to examine how structures and systems in place in Ireland explain how people relate with one another and how hidden structures play an important role in everyday life. The module will also explore how individuals experience education contexts and how a range of factors can have an impact on educational outcomes. Through engagement with sociology of education, psychology of education and development and intercultural education, this module examines key topics such as race and racism, class, gender, bullying, positive psychology, global inequality and poverty and representations of the Global South.			
<a href="#">DOMINANT DISCOURSES IN ECCE</a>	EDC305	full year	KIDE, ECE	The module involves critical appraisal of pertinent national and international contemporary issues in early childhood education and explores implications for policy, provision, and practice across settings. The module provides an opportunity to examine and critique new and emerging models of practice and provision from an international perspective. It also provides a space for critical reflection and debate on patterns, trends and learning from other contexts and jurisdictions.			
<a href="#">EARLY CHILDHOOD LEARNING AND DEVELOPMENT: PRACTICES (BIRTH-6 YEARS)</a>	EDC222	full year	KIDE, ECE	The module will explore key psychological processes, theories and concepts in relation to early childhood (birth – 6years). Theories of attachment, gender identity, self-regulation, language development will be considered. The module will explore current research on developmental neuroscience and its relevance for learning, development and motivation in early childhood. Throughout the module, students will build on their own experiences, reflect on the interplay between theory and practice and apply theories to practice.	Pedagogy of Kindergarten II	KIDE2206B09 / KIDE24NA06A09	III
					Pedagogy of Early Childhood	ECE24NA06A10	IV
<a href="#">EVALUATING CURRICULA AND PEDAGOGY</a>	EDC224	full year	KIDE, ECE	This module aims to positively promote children's dispositions and capabilities in the areas of learning and development. Aistear: The Early Childhood Curriculum Framework will be used to assess effective pedagogy and children's development.			
<a href="#">HEALTH AND WELL-BEING FOR INFANTS AND TODDLERS</a>	EDC115	full year	ECE	This module aims to help students develop the knowledge, practice and values that are core to ensuring the health, care and wellbeing of infant and toddlers. Students will be supported to develop and understanding of appropriate practices in relation to infants' and toddlers' safety, hygiene and nutrition. This will include legislative requirements, policy guidelines, practices and procedures relating to child protection in Early Childhood settings.	Healthy Lifestyle and Sustainability Education	ECE24NA10A07	IV
<a href="#">HEALTH AND WELL-BEING FOR YOUNG CHILDREN</a>	EDC215	full year	KIDE	This module will explore concepts, policies and practices that support young children's (3-6 years) well-being, health and safety in early childhood settings. It aims to develop skills, knowledge and understanding of the holistic nature of health and well-being, and will promote safe, healthy, sustainable living within the context of early childhood settings. The module will also examine legislative requirements and initiatives to ensure the protection of children within early childhood settings and the broader community.	Functional Anatomy and Study of Hygiene	KIDE24NA10A01	III
<a href="#">INCLUDING EVERY CHILD 1</a>	EDF228Z	autumn	KIDE, ECE	In this module the key concepts underpinning educational provision for pupils with Special Educational Needs, across the range of educational settings, are introduced. The guidelines and supports provided by the DES and other government agencies, along with an investigation of the perceived efficacy of such supports, are discussed. The Continuum of Support is examined with regards to a staged approach to intervention.			
<a href="#">INCLUDING EVERY CHILD 2</a>	EDF329Z	autumn	KIDE, ECE	This module introduces students to a range of additional needs that students may present with in the classroom, many of which are complex needs.			
<a href="#">INTRODUCTION TO CHILD PSYCHOLOGY</a>	EDC112	full year	KIDE, ECE	This module aims to help students explore and develop an understanding of various developmental aspects of children from a holistic perspective. Drawing on a range of theoretical perspectives from developmental psychology, students will be introduced to the knowledge, practices and values relevant to the development of the child.	Pedagogy of Kindergarten II	KIDE2206B09 / KIDE24NA06A09	III
					Pedagogy of Early Childhood	ECE24NA06A10	IV

<a href="#">INTRODUCTION TO CURRICULUM &amp; PEDAGOGY</a>	EDC114	full year	KIDE, ECE	The module aims to explore curriculum in terms of context, principles and processes emphasising Aistear, the National Early Childhood Curriculum Framework. It will consider a range of curricula against the backdrop of the Aistear Framework. Politics and power in curriculum will be examined, who develops curriculum and whose voice is heard. Pedagogical practices will be explored as key tools in supporting children's learning.			
<a href="#">INTRODUCTION TO SOCIAL AND LEGAL STUDIES</a>	EDC113	full year	KIDE, ECE	This module aims to explore a wide range of social and legal issues that impact on the health and welfare of children in early year's settings. National legislation and frameworks, as well as the various funding initiatives aimed at supporting children and their families will be examined. Developing an understanding of the Child Protection Guidelines and how they relate to everyday practice will be an integral part of this module.			
<a href="#">LEADING PRACTICE</a>	EDC304	full year	KIDE, ECE	This module draws on sound leadership theory and relates it to the field of Early Childhood Care and Education. It aims to create opportunities for students to strengthen their professional skills and practices, and to develop their ability to guide others to improve pedagogical practice. The module reflects a deep understanding of the contextual issues and challenges facing early childhood leaders in changing social and practice contexts.			
<a href="#">LEARNING AND DEVELOPMENT CHALLENGES</a>	EDC302	full year	KIDE, ECE	This module aims to explore a broad range of challenges that may impact on children's holistic learning and development. It will adopt an inquiry-based approach and will include consideration of challenges such as additional needs, behaviour, giftedness, etc. The module will examine implications for educators as they work with parents, colleagues and other professionals in the field to support children's learning and development in a social context. The module adopts a broader view in examining mechanisms and processes to work with other agencies to support children's learning.			
<a href="#">LEARNING AND DEVELOPMENT PRACTICES</a>	EDC205	full year	KIDE, ECE	The module will locate, expand and apply theories of learning and development under the four strands of Aistear (Well-Being; Identity and Belonging; Communicating; Exploring and Thinking). It will provoke/challenge students to consider the implications for practice of developing relationships/friendships, gender identity, language as a tool of communication and interactions as means of connecting. Finally the module will explore current research on brain development and its relevance for learning in early childhood. Throughout the module, students will build on their own experiences, encouraging reflection upon the interplay between theory and practical reality.			
<a href="#">LEARNING AND DEVELOPMENT PRACTICES</a>	EDC212	full year	KIDE, ECE	The module will locate, expand and apply theories of learning and development under the four strands of Aistear (Well-Being; Identity and Belonging; Communicating; Exploring and Thinking). It will provoke/challenge students to consider the implications for practice of developing relationships/friendships, gender identity, language as a tool of communication and interactions as means of connecting. Finally the module will explore current research on brain development and its relevance for learning in early childhood. Throughout the module, students will build on their own experiences, encouraging reflection upon the interplay between theory and practical reality.			
<a href="#">LITERACY, NUMERACY &amp; SCIENTIFIC INQUIRY</a>	EDC309	full year	KIDE	This module explores Aistear - the Early Childhood Curriculum Framework and its application to the development of Literacy, Numeracy and Scientific Inquiry in the Early Years. Theories of emergent numeracy, literacy and scientific inquiry appropriate to the early years will be examined. Students will investigate integrated curriculum development in an inquiry rich environment both indoor and outdoor.	Mathematics and Its Methodology 1	KIDE24NA05A01	III
					Mathematics and Its Methodology 2	KIDE24NA05A02	IV
					Creations in the Kindergarten	KIDE24NA05A03	V
					Methodology of Environmental Studies	KIDE24NA10A03	IV
<a href="#">PHILOSOPHY, CULTURE &amp; CONSTRUCTS OF EARLY CHILDHOOD CARE &amp; EDUCATION</a>	EDC117	full year	KIDE, ECE	The module is an introduction to the history, theories and philosophies underpinning early childhood care and education from Rousseau to the present day. It will interrogate current practices and provision against a rich backdrop of philosophers and theorists including: Rousseau, Pestalozzi, Froebel, Steiner, Isaacs, McMillan, Montessori, Dewey, Freire, Malaguzzi etc. Integral to this module will be the examination and theorising of childhood through a social, cultural and political lens to understand the changing constructions of childhood through time.			
<a href="#">PLAY</a>	EDC214	full year	KIDE, ECE	This module seeks to enhance students' understanding of children's play and to support them to engage with diverse perspectives and approaches. It provides a theoretical and practice foundation for implementing a play-based curriculum in the early years. A critical awareness of the complex relationship between play and well-being, identity and belonging, communicating and exploring and thinking (Aistear 2009) will facilitate a reflective approach to play pedagogy. Beginning with reflections on play experiences, the module moves to provide for the critical examination of theoretical, historical and cultural perspectives on play, followed by a detailed analysis of what children do in play in a cross section of settings and contexts. Finally, it builds the capacity of students to provide for, support, and assess children's learning through play.			
<a href="#">PRACTICE 2</a>	EDC208	full year	KIDE, ECE	Building on their professional practice in previous years and the learning from modules covered, students will work independently under the guidance of a supervisor on their ability to assist in planning and providing for the care and education of a group of young children. They will use a range of teaching strategies and methodologies in planning and implementing curriculum, managing routines and transitions in everyday practice and assessing children's learning and development. Students will engage in reflection on teaching and learning, and working with parents, families and other professionals.	Individual agreement		
<a href="#">PRACTICE 3</a>	EDC308	full year	KIDE, ECE	Building on their professional practice in previous years and the learning from modules covered, students will work independently under the guidance of a supervisor to develop their ability to plan and provide for the care and education of a diverse group of young children.	Individual agreement		

<a href="#">PROFESSIONAL PRACTICE 1: FOCUS ON OBSERVING YOUNG CHILDREN</a>	EDC118	full year	KIDE, ECE	This module aims to help students understand what it means to be an early years' professional. Students will be supported to connect their study of the theories of learning and development to the learning of babies and young children (birth – 6 years) observed in early year's settings. With a focus on the development of observation skills, students will engage with different models of observation, both of learning and for learning.	Individual agreement		
<a href="#">REFLECTIVE PRACTICE: EDUCATOR AS LEARNER</a>	EDC111	full year	KIDE, ECE	This module introduces students to the personal and professional skills required to function and flourish as a reflective early years professional in their current studies and future career. It will consider communication skills, knowledge of team working, academic reading and writing, and reflection on personal learning and development goals.	Individual agreement		
<a href="#">RESEARCH &amp; DISSERTATION 3</a>	EDC301	full year	KIDE, ECE	This module will provide a structured reflective space for students to share and disseminate learning. The module will also further develop students' knowledge and skills of educational research methodologies and key methodological issues. Students will use these skills to design and implement an Action Research Project.			
<a href="#">SOCIAL AND LEGAL CONTEXT</a>	EDC206	full year	KIDE, ECE	This module provides a broad-based introduction to national and European policies that impact on the lives of children from birth to six, families, and the provision of early childhood care and education in Ireland. Within this context, Irish legislation relevant to early childhood education and care settings will be examined. Finally, students will appraise the range of voluntary and statutory bodies and services that support children, families and early childhood services.			
<a href="#">SOCIAL AND LEGAL CONTEXT OF EARLY CHILDHOOD</a>	EDC226	full year	KIDE, ECE	This module provides a forum for discussion on current national and international policies that impact on the lives of children from birth to six years, families and the provision of early childhood education and care in Ireland. Within this context, Irish legislation relevant to ECEC settings will be examined. Finally, students will appraise the range of voluntary and statutory bodies and services that support children, families and ECEC settings.			
<a href="#">SOCIAL JUSTICE, ETHICS AND DIVERSITY</a>	EDC202	full year	KIDE	This module will interrogate ethics and social justice in terms of relationships within the early years settings and wider community. As a foundation, students will explore the concept of ethics and the principles and purpose of a 'Code of Ethics' for the sector. Students will examine situations that arise in the ECEC sector and reflect on their own responses within an ethical framework. The module uses concepts of social justice, ethics and diversity to explore values, attitudes and practices in ECEC.	Values in Society: Professional Ethics	KIDE08B03 / KIDE24NA08A03	IV
<a href="#">SUPPORTING CREATIVITY AND IMAGINATION</a>	EDC207	full year	KIDE, ECE	This module will support educators to broaden their own knowledge-base in the areas of the arts to more effectively support children's creativity, imagination and learning in these dimensions of the curriculum. Within this module students will also examine the wide range of resources required and available within the setting and the broader community to realise the curriculum. Finally, the module will focus on the identification and implementation of pedagogical practices that will inspire imagination and foster creativity while enhancing children's holistic development.	Creation of Images and Objects	KIDE24NA12A03	III
					Experience-Based Puppetry in the Nursery	ECE24NA12A02	III
<a href="#">SUPPORTING INQUIRY/ENACTING THE CURRICULUM</a>	EDC203	full year	KIDE	This module considers the content of the curriculum under the headings of: Knowledge – The essential concepts, inquiry tools and structure of content areas that the practitioner needs to know to positively influence children's learning and development. Practices – The wide array of effective approaches, strategies and tools that the practitioner uses to engage children in learning within the curriculum. Resources – The materials and other resources within the setting and the broader community that positively support children's learning and development. This module aims to positively promote children's dispositions and capabilities in the areas of science, philosophy, maths, literacy and numeracy, ecology and anthropology.			
<a href="#">SUPPORTING INQUIRY/ENACTING THE CURRICULUM</a>	EDC203V	spring	KIDE	This module considers the content of the curriculum under the headings of: Knowledge: The essential concepts, inquiry tools and structure of content areas that the practitioner needs to know to positively influence children's learning and development. Practices: The wide array of effective approaches, strategies and tools that the practitioner uses to engage children in learning within the curriculum. Resources: The materials and other resources within the setting and the broader community that positively support children's learning and development. This module aims to positively promote children's dispositions and capabilities in the areas of science, philosophy, maths, literacy and numeracy, ecology and anthropology.			
<a href="#">TEANGA 1 / LANGUAGE 1</a>	EDF130	full year		This module is designed to complement and integrate with the Y1 module entitled Language 2. It addresses the fundamentals of language, English methods and socio-cultural dimensions of literature, with particular attention on the junior classes. Students will investigate theoretical frameworks and effective classroom practices for literacy development, literary experiences and language teaching. Students will be equipped with the pedagogical content, knowledge and strategies to develop an effective classroom programme for promoting literacy and experiences with literature. This module provides students with an overview of the theories of language, the stages involved in typical language development, the pedagogy of language teaching and literary approaches to children's linguistic engagement and development. The course will focus on the significance of linguistic input, the development of comprehension and expression at the different stages, the role of cognitive, linguistic and environmental factors in the development of language. Pre-writing and pre-reading will be studied in depth with particular emphasis on play as a methodology. Students are introduced to the definitions of reading, the principles underpinning highly effective literacy pedagogy, stages in the teaching of reading in addition to practical activities which promote language enrichment and development. Students will explore a range of children's literature as well as these texts' potential for supporting and stimulating learning environments, aesthetic engagement and creative opportunities for young people.	Individual agreement		

<a href="#">TEANGA 3 / LANGUAGE 3</a>	EDF231	full year		<p>This module is designed to complement and integrate with the modules EDF130 Language 1/Teanga 1, EDF131 Language 2/Teanga2 and EDF232 Language 4/Teanga 4 through students' engagement in discussion seminars and reflection activities. This module integrates aspects of language development, English-language pedagogy, and engagement with children's literature in order to equip students with the knowledge, skills including digital skills, reflective practice, and strategies to develop an effective and creative classroom programme for teaching and learning relating to literacy, languages, and literature in ways that support the learning of all pupils.</p> <p>With particular focus on the middle and senior classes and informed by Froebelian philosophy, this module develops students' pedagogical and curricular content knowledge regarding language, literacy and literature, and their awareness of inclusive education and understanding of pupils' learning English as an additional language and incorporation of their home language(s) in the classroom. The teaching of oral language, reading, writing and spelling will be explored, in tandem with effective classroom practices for literacy development and for developing children's reading, creative experiences, and aesthetic engagement with literature.</p>	Individual agreement		
<a href="#">TRANSITIONS IN ECCE</a>	EDC303	full year		<p>This module recognises the importance of transitions in the lives of young children. It aims to investigate the impact of making transitions on children, family and staff. The module will also explore a range of practices that empower and support children to manage change into, within, and moving on from, early years settings and equip students with skills to support and facilitate transitions.</p>			