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| Partner University | Maynooth University |
| Erasmus code: | IRL MAYNOOT01 |
| Course information: | https://www.maynoothuniversity.ie/international/study-maynooth/available-courses |
| | Students are allowed to take courses from different faculties. |
| | Information for the Froebel Department: unlike to any other departments, here the classes start right at the beginning of September, and because of this, there will be no classes in November. Classes from other departments start in the second half of September. Most courses are for one semester or for the full academic year. In spring there are not many courses available therefore it is advise to participate in the programme in autumn or go for the full year (it is possible to extend the stay). |

| Code | Subject | Semester | Area | Content | Home subject | Code | Area | Semester |
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| Froebel Department of Primary and Early Childhood Education | | | | | | | | |
| CHILDREN'S SPACES | EDC204 | full year | | 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. | | | | |
| CURRICULUM AND METHODOLOGIES 1 | EDF128 | full year | primary | Student teachers will explore the dynamic processes by which curriculum is designed and facilitated for all pupils, with a particular focus on the junior primary classes. The recognition of the central role of play, as outlined in Aistear (NCCA, 2009), and pupils as active agents in their own learning will guide experiential learning activities across Visual Arts, Drama, Music, PE, SESE and SPHE. The organisation and attributes of a Froebelian learning environment with concrete materials will be introduced so the student teachers become aware of the interdependence of teachers' learning and pupil learning and the importance of teacher-pupil relationships in the teaching/learning process through guided discovery and inquiry-based learning. A range of methodologies to achieve planned outcomes will be experienced including opportunities to experiment with and explore new and emerging technologies for teaching and learning. | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 1: PHYSICAL EDUCATION | EDF128P | autumn | primary | This module will introduce students to the principles, aims and methodologies of national curricula. Key teaching skills and pedagogic tools in Physical Education will be explored through a practical workshop approach. Students will also engage with the principles and processes of planning, assessing and evaluating subject-specific content across the Games and Dance strands at junior class level. Students will be introduced to a number of fundamental areas as part of this module. These include: - The central role of play and active learning across the curriculum - The rationale for observation Organisation and attributes of a Froebelian learning environment Motivation as key to management of learning - The use of concrete materials as part of guided discovery learning The rationale for the use of particular approaches to the teaching and learning process. | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 2- PE | EDF229Y | autumn | primary | In this module, the teaching skills in PE in primary school settings are developed through practical workshop approaches Through reflection on, and evaluation of, their own teaching and learning experiences, students will be encouraged to think critically about the characteristics, organisation and management of an inclusive, Froebelian, enquiry-based environment. Students will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum. This module will explore assessment principles and practices; collaborative and problem-based learning. | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 2: DRAMA | EDF229D | autumn | primary | This weekly module extends students' knowledge and skill in the area of drama pedagogy. It introduces and develops a range of drama methodologies as part of a thematic planning approach. The module content focuses on active exploration of the Irish Primary Curriculum for the middle primary classes (children age 7-11 approximately). | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 2: MUSIC | EDF229M | autumn | primary | This module will introduce students to the principles, aims and key methodologies of the Irish Primary School Music Curriculum for middle primary school classes. Students will explore the three strands of the Music Curriculum – Performing, Listening and Responding and will participate in active, practical, collaborative activities demonstrating the inter-related nature of these three strands. Students will also engage in curricular planning for Music in an inclusive, Froebelian, child-centred curriculum. While reflecting on their own teaching and learning experiences, students will be provided with opportunities to explore assessment and differentiation principles and practices. | | | | |

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| CURRICULUM, METHODOLOGIES AND ASSESSMENT 2: SESE | EDF229X | autumn | primary | <p>This module introduces students to the principles, aims and key methodologies of the Irish Primary School Curriculum for Infants to 6th Class inclusive.</p> <p>The key teaching skills in SESE for those classes will be explored.</p> <p>Students will also engage with SESE curricular planning for middle standards in primary school. Through reflection on their own teaching and learning experiences, students will be invited to think critically about the characteristics, organisation and management of an inclusive Froebelian enquiry based environment.</p> <p>Students will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum.</p> <p>This module will explore assessment principles and practices; collaborative and problem-based learning, differentiated learning and ICT as a pedagogical tool.</p> | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 2: SOCIAL PERSONAL AND HEALTH EDUCATION | EDF229S | autumn | primary | <p>This module introduces students to the principles, aims and key methodologies of the Irish Primary School Curriculum for Infants to 6th Class inclusive.</p> <p>The key teaching skills in SESE for those classes will be explored.</p> <p>Students will also engage with SESE curricular planning for middle standards in primary school. Through reflection on their own teaching and learning experiences, students will be invited to think critically about the characteristics, organisation and management of an inclusive Froebelian enquiry based environment.</p> <p>Students will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum.</p> <p>This module will explore assessment principles and practices; collaborative and problem-based learning, differentiated learning and ICT as a pedagogical tool.</p> | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 2: VISUAL ART | EDF229V | autumn | primary | <p>This module introduces students to the principles, aims and key methodologies of the Irish Primary School Curriculum for Infants to 6th Class inclusive.</p> <p>The key teaching skills in Visual Arts for those classes will be explored.</p> <p>Students will also engage with Visual Arts curricular planning for middle standards in primary school. Through reflection on their own teaching and learning experiences, students will be invited to think critically about the characteristics, organisation and management of an inclusive Froebelian enquiry based environment.</p> <p>They will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum.</p> <p>They will explore assessment principles and practices; collaborative and problem-based learning, differentiated learning and ICT as a pedagogical tool.</p> | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 3 - PE | EDF330Y | autumn | primary | <p>This module consolidates and extends the understanding of the content and pedagogical skills of PE in the primary school setting.</p> <p>They will examine and apply a broad range of assessment principles and practices. Collaborative and problem-based learning and differentiated and inclusive teaching strategies will be examined through practical workshops.</p> | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 3: DRAMA | EDF330D | autumn | primary | <p>The weekly module consolidates the application of the content and pedagogical skills of drama in the primary school. Drama as a learning medium is explored with a focus on drama for integration and inclusion. Short-term and long-term planning strategies for drama are developed. Assessment and differentiation strategies are modelled, planned and analysed through practical workshops and course reading.</p> | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 3: MUSIC | EDF330M | autumn | primary | <p>This module will introduce students to the principles, aims and key methodologies of the Irish Primary School Music Curriculum for Infants to 6th Class.</p> <p>Students will explore the three strands of the Music Curriculum – Performing, Listening and Responding and will participate in active, practical, collaborative activities demonstrating the inter-related nature of these three strands.</p> <p>Students will also engage in curricular planning for Music in an inclusive, Froebelian, child-centred curriculum. While reflecting on their own teaching and learning experiences, students will be provided with opportunities to explore assessment and differentiation principles and practices.</p> | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 3: SOCIAL AND SCIENTIFIC EDUCATION | EDF330E | autumn | primary | <p>This module will demonstrate integrated planning, recording and evaluation for a child-centred curriculum. It will also examine and apply a broad range of assessment principles and practices. Collaborative and problem-based learning and differentiated teaching strategies are a feature of this module.</p> | | | | |
| CURRICULUM, METHODOLOGIES AND ASSESSMENT 3: SOCIAL PERSONAL AND HEALTH EDUCATION | EDF330S | autumn | primary | <p>SPHE lectures are designed to provide students with a strong understanding of the three-pillar foundation upon which SPHE has flourished, namely knowledge, skills, and attitudes; along with the theoretical and practical knowledge to foster children's well-being, self-confidence and sense of belonging, and to develop children's sense of personal responsibility for their own behaviour and actions.</p> <p>Specific outcomes include to:</p> <ul style="list-style-type: none"> Plan and deliver SPHE lessons underpinned by the three pillars of knowledge, skills, and attitudes; Identify and analyse critical issues in the field of SPHE; Explore and appraise the role of the teacher as a facilitator in helping young children live in an increasingly culturally diverse world; Implement and evaluate teaching and learning strategies for young children in contemporary primary schools; | | | | |

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| CURRICULUM, METHODOLOGIES AND ASSESSMENT 3: VISUAL ARTS | EDF330X | autumn | primary | <p>This module introduces students to the principles, aims and key methodologies of the Irish Primary School Curriculum for Infants to 6th Class inclusive.</p> <p>The key teaching skills in Visual Arts for those classes will be explored.</p> <p>Students will also engage with Visual Arts curricular planning for middle standards in primary school. Through reflection on their own teaching and learning experiences, students will be invited to think critically about the characteristics, organisation and management of an inclusive Froebelian enquiry based environment.</p> <p>They will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum.</p> <p>They will explore assessment principles and practices; collaborative and problem-based learning, differentiated learning and ICT as a pedagogical tool.</p> | | | | |
| CURRICULUM, PEDAGOGY AND ASSESSMENT | EDC306 | full year | kindergarten | <p>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.</p> | | | | |
| DEVELOPMENT EDUCATION AND INTERCULTURAL EDUCATION | EDF226Z | spring | | <p>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.</p> | | | | |
| DOMINANT DISCOURSES IN ECCE | EDC305 | full year | kindergarten | <p>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.</p> | | | | |
| EARLY CHILDHOOD LEARNING AND DEVELOPMENT: PRACTICES (BIRTH-6 YEARS) | EDC222 | full year | kindergarten | <p>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.</p> | Pedagogy of Kindergarten II | KIDE2206B09 | kindergarten | III |
| EXPLORING CURRICULA AND PEDAGOGY: SUPPORTING ENQUIRY | EDC224 | full year | kindergarten | <p>This module aims to positively promote children's dispositions and capabilities in the all areas of learning and development. Aistear The Early Childhood Curriculum Framework, will be used to support effective pedagogy and curriculum development.</p> <p>Adopting a child-centred curriculum approach that supports children to develop in their own way and at their own pace, this module considers the essential concepts and content that the educator needs to positively influence children's learning and development. The pedagogical approaches of play and enquiry together with other effective approaches to curriculum development will be examined. Consideration will be given to the resources within the setting and the broader community to effectively support children's learning and development.</p> | | | | |
| FOUNDATION MODULE 2 - PSYCHOLOGY | EDF226P | autumn | primary | <p>In Psychology of Education, a focus on Learning Difficulties and Giftedness is designed to direct students towards an increasing understanding of the uniqueness of each child.</p> | | | | |
| FOUNDATION MODULE 2 - SOCIOLOGY | EDF226S | autumn | primary | <p>Sociology component includes Gender, Race/Ethnicity, Family Structures, Travellers in Education, Disability, Human Rights, Inclusion and Citizenship which are examined in a systematic manner against a background of relevant national and international literature.</p> | | | | |
| FOUNDATION MODULE 3- PSYCHOLOGY | EDF328P | autumn | primary / kindergarten | <p>This module highlights the relationship between schools and the wider society. Acknowledging that this association is critical and complex, the module explores the dynamics at play and contextualises them against a theoretical framework of social justice and equality.</p> <p>An analysis of historical perspectives on this relationship encourages students to see the cyclical nature of such knowledge and deepens their understanding by referring to significant studies in the area of Psychology of Education, students are encouraged to consider their own classroom experience against a backdrop of national and international history and research.</p> | Pedagogical Psychology | KIDE06B02 | kindergarten | III |
| GLOBAL CITIZENSHIP EDUCATION 2 | EDF346 | autumn | | <p>This module builds upon learning from the Global Citizenship Education (1) module in second year and scaffolds critical reflection using a 'Pedagogy of Discomfort' (Boler, 1999) as an approach to teaching and learning that has the capacity to disorient, disrupt and unsettle, to challenge what learners think they already know, and to support them in acquiring new thinking about themselves, the world and others.</p> <p>Content explores notions of culture and 'othering', contemporary policy on migration, refugees and asylum, the significance of action and activism with primary pupils, and racism and white privilege. Multiple perspectives are provided through guest lecturers sharing their narrative experiences, with a particular emphasis on the educational experiences of the Traveller community and those who have lived through the system of direct provision in Ireland. Student-teacher confidence and competence in global citizenship education is enhanced through the addition of a discrete school placement opportunity, whereby in groups, students collectively plan a station teaching exercise on a 'controversial issue'. This placement is hosted by a partner school, with high levels of diversity within the pupil population, affording student-teachers the opportunity to enact culturally responsive pedagogy in practice.</p> | | | | |

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| HEALTH AND WELL-BEING FOR INFANTS AND TODDLERS | EDC115 | full year | kindergarten | 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. | | | | |
| HEALTH AND WELL-BEING FOR YOUNG CHILDREN | EDC215 | full year | kindergarten | 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. | | | | |
| INCLUDING EVERY CHILD 1 | EDF228Z | autumn | | 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. | | | | |
| INCLUDING EVERY CHILD 2 | EDF329Z | autumn | | This module introduces students to a range of additional needs that students may present with in the classroom, many of which are complex needs. | | | | |
| INCLUSION IN EARLY CHILDHOOD EDUCATION | EDC116 | full year | primary / kindergarten | This module aims to help students explore and develop an understanding of inclusive practice and its relevance to working with children whose family backgrounds, ethnicity and levels of physical and intellectual ability varies. An Anti-Bias Curriculum approach will be appraised and the role of the educator with regards to ensuring access, participation, equality, diversity and inclusion will be evaluated. Strategies to support the inclusion of all in early year's settings will be reviewed. | Inclusive Education | KIDE06B13 | óvó | IV |
| INTEGRATING THEORY AND PRACTICE | EDC201 | full year | primary | This module introduces the students to educational research. It will focus on basic research methodologies suitable for the practitioner as researcher, with particular emphasis on action research (praxiology). Students will be introduced to literature reviews, data collection methods and ethics in research. | | | | |
| INTRODUCTION TO CHILD PSYCHOLOGY | EDC112 | full year | kindergarten | 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. | | | | |
| INTRODUCTION TO CURRICULUM & PEDAGOGY | EDC114 | full year | kindergarten | 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. | | | | |
| INTRODUCTION TO SOCIAL AND LEGAL STUDIES | EDC113 | full year | | 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. | | | | |
| LANGUAGE IN THE EARLY YEARS | EDF478 | full year | primary | The module aims to: • engage pupils in collaborative, curricular-based projects • promote the development of language in their teaching • model the use of modern pedagogy and methodologies in language development. This module will continue to foster these aims by giving Froebel student teachers an opportunity to create, manage and monitor a short term project promoting language in the classroom. This will be done by combining inquiry based learning, modern pedagogies and technology to create an active learning experience. The student teachers will use innovative ways to incorporate technology into language learning. Working in conjunction with another student, the student teachers will have the practical support and guidance of the elective team to plan and implement an exciting student centred project with real life application. | | | | |
| LANGUAGE, MATHEMATICS & SCIENTIFIC INQUIRY ACROSS THE CURRICULUM - ENGLISH METHODS | EDF331E | autumn | primary | Students' competence in adopting an integrated approach to teaching by using literacy across all curriculum areas will be enhanced. They will examine, select and apply a wide range of relevant literacy strategies to support learning across the curriculum. Students will be enabled to employ project-based, interdisciplinary teaching and learning approaches. | | | | |
| LEADING PRACTICE | EDC304 | full year | kindergarten | 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. | | | | |
| LEARNING AND DEVELOPMENT CHALLENGES | EDC302 | full year | kindergarten | 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. | | | | |

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| LEARNING AND DEVELOPMENT PRACTICES | EDC205 | full year | kindergarten | 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. | | | | |
| LEARNING AND DEVELOPMENT PRACTICES | EDC212 | full year | kindergarten | This module explores Aistear - the Early Childhood Curriculum Framework and its application to the development of Literacy+G53:G54y, 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. | | | | |
| LITERACY, NUMERACY & SCIENTIFIC INQUIRY | EDC309 | full year | kindergarten | 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. | | | | |
| MATHEMATICAL AND SCIENTIFIC ENQUIRY 2 | EDF233V | autumn | primary | This module introduces students to theories of numeracy acquisition, mathematical and scientific learning, content knowledge, methodologies, skills and resources appropriate to 3rd – 6th class. The Primary School Curriculum (1999) – Mathematics and Science –3rd to 6th class will be explored. The module addresses the creation of an enquiry-based and independent learning environment involving the utilisation of the indoor and outdoor environments. Linkage and integration across the curriculum, particularly project work will be explored. The module will study the scientific and mathematical knowledge and vocabulary necessary for teaching Mathematics and Science in Primary School. Methods of children recording their work, documentation and assessment of children's work including self and peer evaluation will be also be addressed. | | | | |
| PHILOSOPHY, CULTURE & CONSTRUCTS OF EARLY CHILDHOOD CARE & EDUCATION | EDC117 | full year | kindergarten | 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. | | | | |
| PLACEMENT LEARNING | EDF601 | full year | | Module Overview: This module is designed to provide student teachers with a solid foundation of high-level beginning knowledge, skills, and professional values critical to the success of school placement. It will also equip students in how cultivate a democratic responsibility to the inclusion of children who have special needs and to prepare students for inclusive teaching. The Early Childhood Education element of this module is designed to give the students a deep and meaningful understanding of the frameworks and Curriculum that underpin both their teaching practice and their professional identity. This module has three main elements: Element 1: Placement Learning to prepare students for school placements Element 2: Inclusive Education Element 3: Early Childhood Education | | | | |

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| PLACEMENT LEARNING | EDF620 | full year | <p>Element 1: Placement Learning School placement is a central feature of the B Ed initial teacher education programme. This module is designed to prepare and equip student teachers for an extended 10-week placement spanning Semester 1 and Semester 2 with a focus on a fully integrated, Froebelian approach to teaching and learning. School Placement in Year 4 consists of the following elements: 1: Teaching: Special Educational Needs (4 weeks) 2: Teaching: Mainstream (4 weeks) 3: School experience (2 weeks).</p> <p>The concept of Teacher as Professional will be explored in depth through a series of guest lectures in Semester 2 from a variety of education partners such as INTO, DES, Management Bodies, IPPN, NPC, Teaching Council and NIPT. Professional relationships will be explored, including how best to work with parents for the benefit of children. The roles of stakeholders and partners, and the importance of engagement and cooperation with them, will be explored. Some aspects of a teacher's work from a legal perspective will be explored. A principal of a local school will present on the legal and professional aspects of a teacher's position and responsibilities in relation to his/her pupils.</p> <p>Element 2: Inclusive Education with a specific focus on SEN placement A key focus of the module is the creation of an inclusive Froebelian environment. The module examines the role of nurturing relationship including the role of parents as partners in the education system. With regard to Inclusive Education, key concepts underpinning educational provision for neurodiverse pupils are examined. This element of the module specifically prepares students for the SEN element of their 10-week Extended School Placement.</p> <p>Element 3: Trauma Informed Practice for Teachers in Schools and Communities On this element of the module students will understand the principles of a trauma-informed approach to supporting traumatised children in their care. Using the principles of Froebel, students will look at where the child is developmentally and what they are able to do (using a strengths-based approach). Students will use acceptance and understanding of the unique stage of the child and build on this. Students will explore how contextual factors in the lives of children impact on capacity to learn, school life and participation.</p> <p>Element 4 Formative and Summative Assessment Practices In line with the principle of facilitating quality teaching and learning for all children, student teachers are supported in understanding, developing and using a range of assessment strategies to support, monitor and assess pupils' approaches to learning and their progress – including effective feedback techniques. Students will have the opportunity to examine assessment strategies, both summative and formative.</p> | | | | |
| PLACEMENT LEARNING 1 (EARLY CHILDHOOD EDUCATION 4 TO 7 YEARS) | EDF125V | autumn | With a clear focus on early childhood education, behaviour management and lesson planning, this module is designed to prepare and equip the students school placement. | Individual agreement | | | |
| PLACEMENT LEARNING 2: EDUCATION FOR THE MIDDLE YEARS | EDF225V | autumn | This module will prepare the students for the primary school classroom with a focus on classroom organisation, behaviour management and lesson planning for the Middle Years. | | | | |
| PLACEMENT LEARNING 3: THE TEACHER AS A CHANGE AGENT | EDF327V | autumn | This module will prepare the students for the primary school classroom with a focus on the Teacher as Change Agent. | | | | |
| PLAY | EDC214 | full year | 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. | | | | |
| PRACTICE 2 | EDC208 | full year | 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 | | | |
| PRACTICE 3 | EDC308 | full year | 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 | | | |
| PRIMARY SCIENCE | EDF463 | full year | In this module, students will engage in hands-on, active experiments and design projects that aim to equip them with the skills needed to teach science using constructivist methodologies. With a focus on the individual strands of the science curriculum as well as on a holistic approach to teaching STEM and 21st century skills, students will gain an understanding of how best to structure lessons, thematic projects and long term plans. This elective aims to give students practical tips and ideas that can be readily transferred to the classroom. The assignment that accompanies this elective is to plan, teach and reflect upon a science lesson taught to a small group of children. Upon completion of this module, students can expect to have a bank of ideas upon which to draw, a structure upon which they can base their plans and an understanding of how science, used alongside technology, engineering and maths, can be used as the basis for teaching the essential 21st century skills of critical thinking, creativity, collaboration and communication. | | | | |

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| PROFESSIONAL AND PERSONAL SKILLS FOR TEACHING AND LEARNING 2 | EDF234Z | autumn | | This module develops students' personal and professional skills required to function and flourish at third level and on School Placement. With reference to The Code of Professional Conduct (Irish Teaching Council, 2016), students will be introduced to the four ethical values of integrity, care, respect, and truth, and consider their relationship to the educational philosophies and practices of Friedrich Froebel. Students will engage critically with literature pertaining to relevant concepts and theories with the express aim of developing sound theoretical and conceptual frameworks. Strong links are identified between theory and practice by means of engagement with pertinent national and international literature. | | | | |
| PROFESSIONAL AND PERSONAL SKILLS FOR TEACHING AND LEARNING 3 | EDF337 | full year | | Students will be introduced to the theory and practice of educational action research in the primary classroom in order to engage in research on their own practice. Student-teachers will be supported in self-reflection to identify a targeted aspect of teaching and learning and to develop a dissertation proposal through Taisee, in advance of their extended school placement in fourth year. Student-teachers receive individual formative feedback on their dissertation proposal, including guidance on referencing, reflective frameworks and academic writing. Exploring professional relationships between schools and parents necessitates acknowledging and respecting parents and parental bodies as key stakeholders in primary education. In alignment with the yearly theme, Teacher as Professional, this module offers a theoretical and practical perspective on working with parents. Through workshops, student-teachers explore how to develop positive relationships and communicate effectively with parents. Students will engage in reflective practice in competency utilising their developing digital capacity. From the perspective of professional growth in competency, students will study Gaelige and Maths using goal setting and self-directed study skills. | | | | |
| PROFESSIONAL PRACTICE 1: FOCUS ON OBSERVING YOUNG CHILDREN | EDC118 | full year | | 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 | | | |
| REFLECTIVE PRACTICE: EDUCATOR AS LEARNER | EDC111 | full year | | 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 | | | |
| RESEARCH & DISSERTATION 3 | EDC301 | full year | | 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. | | | | |
| SOCIAL AND LEGAL CONTEXT | EDC206 | full year | | 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. | | | | |
| SOCIAL AND LEGAL CONTEXT OF EARLY CHILDHOOD | EDC226 | full year | | 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. | | | | |
| SOCIAL CONSTRUCT OF IDENTITY IN THE PRIMARY SCHOOL | EDF227V | autumn | | Following an introduction to the ideas of Narrative Practice, students will explore the multi-storied and fluid nature of identity through experiential exercises. Links to developmental psychology and its application to schools will allow for reflection on the quality of their relationship with children and the idea of school as a secure base. Drawing on the maps of Narrative Practice [White 2007], Externalising, Re-authoring and Re-membering. Students will learn skills for conducting conversations with children about problems they face and about positive directions in their lives. Heteronormativity will be explored as an example of how school culture can silence identity stories. Students will learn how to excavate storylines of talent, effort, and commitment in the lives of their pupils and contribute to positive identities. A model for a Care Team will also be introduced. | | | | |
| SOCIAL JUSTICE, ETHICS AND DIVERSITY | EDC202 | full year | | 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: The Practice of Critical Thinking. Professional Ethics | KIDE08B03 | óvó | IV |
| STORYTELLING THEATRE FOR THE CLASSROOM | EDF340 | full year | | This module serves to develop student skills and practice in dramatic storytelling for primary school contexts. The theory of Storytelling Theatre will be explored practically through devising performance and planning, assessing and co-facilitating drama workshop material suitable for a primary school audience. The development of a group work ethic is critical to this module. Students' knowledge and critical understanding of the key principles of process drama and school performance will be expanded in this module. | | | | |
| SUPPORTING CREATIVITY AND IMAGINATION | EDC207 | full year | | 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. | | | | |

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| SUPPORTING INQUIRY/ENACTING THE CURRICULUM | EDC203 | full year | <p>This module considers the content of the curriculum under the headings of:</p> <p>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.</p> <p>Practices – The wide array of effective approaches, strategies and tools that the practitioner uses to engage children in learning within the curriculum.</p> <p>Resources – The materials and other resources within the setting and the broader community that positively support children’s learning and development.</p> <p>This module aims to positively promote children’s dispositions and capabilities in the areas of science, philosophy, maths, literacy and numeracy, ecology and anthropology.</p> | | | | |
| SUPPORTING INQUIRY/ENACTING THE CURRICULUM | EDC203V | spring | <p>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.</p> | | | | |
| TEACHER AS LEARNER | EDF127V | autumn | <p>This module introduces student teachers to reflective practice and journaling and prepares them for entry to their professional role by fostering agency and reflexivity on their own professional learning. It promotes critical reflection on practice and foundation modules and seeks to identify how both inform and shape each other. They will be required to think critically about their ideas of the “good teacher” and locate the emergence of these ideas in their own educational history.</p> <p>The dialogical approaches and professional conversations between student teachers and HEI lecturers employed foster a creative mind set, individually, and in collaboration with colleagues, through reflection on the attitudes, beliefs and core values that guide their professional practice.</p> <p>Using a variety of structured creative and reflective exercises student teachers learn how to create and maintain a safe, inclusive Froebelian-learning environment using strategies that promote congruent, unconditional regard and relational esteem approaches to foster positive behaviour. This component has a particular focus on how to establish good relationships based on mutual respect, trust and meaningful interactions, while also demonstrating how student teachers can communicate effectively with all school stakeholders and the wider community. Through a variety of interactive, learner-led Froebelian lessons, this module ensures that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities afforded for creativity in artistic individual and collaborative reflection, and engagement in and with literature. Student teachers are encouraged to connect School Placement and lived-experiences to social and policy contexts, the rights of children, school culture and dominant discourses in education. Ongoing, structured journaling activities and engagement with outdoor spaces on campus connect to Taisce e-portfolio-based learning and opportunities for further reflection.</p> | | | | |
| TEANGA 1 / LANGUAGE 1 | EDF130 | full year | <p>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.</p> <p>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.</p> | | | | |
| TEANGA 3 / LANGUAGE 3 | 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> | | | | |

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| THE TEACHING OF READING IN THE PRIMARY SCHOOL | EDF472 | full year | | <p>This module will provide students with a broad repertoire of processes and strategies to link assessment, teaching and learning in the area reading and oral language in the Primary school.</p> <p>It will examine a variety of approaches to teaching reading and how this fits into a balanced literacy framework.</p> <p>It will explore how to assess children's development in reading. How to choose effective teaching emphases based on this assessment to cater for children with differing needs.</p> <p>Current national and international research in the teaching of reading will be examined. Changes in national literacy policy will be outlined.</p> <p>Case studies will be used to develop strategies for supporting children with reading difficulties</p> | | | | |
| TRANSITIONS IN ECCE | 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> | | | | |