

	Module Outline
	Promoting Promoting Collaborative Practice for Inclusion in Early Childhood Care and Education

Rationale and Purpose of the Module

The purpose of this module is to assist students understanding the theories and concepts underpinning collaborative practice in the early years and to use these theories and concepts to harness action research approaches to achieving collaboration in their own practice. A specific focus is maintained throughout the module on promoting collaborative practice for including children aged 0 to 8 years in Early Childhood Care and Education Settings.

Syllabus

Students will explore the specific roles and responsibilities of early years educators in the context of collaborative practice with parents and other professionals in supporting the inclusion of children aged 0 to 8 with additional needs in early years' settings. Students will acquire knowledge of different agencies who may be working with children aged 0 to 8 with additional needs and in what circumstances in addition to knowledge of other professionals who may be working with children aged 0 to 8 and in what circumstances. Models of reflective practice and principles of family-centred practice will be explored and linked to concepts of inclusion (equity, equality, universal design for learning); self-awareness (beliefs, attitudes, values); action research and selecting areas for development in own practice regarding collaboration. Students will acquire a range of strategies to develop collaborative early years practice in addition to understanding the ethics of collaborative practice; problem-solving skills; active listening and documentation.

Learning Outcomes

Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

- Demonstrate a theoretical understanding of models of collaborative practice in Early Childhood Care and Education Settings.
- Critically understand the position and nature of collaborative practice in Aistear: The Early Childhood Curriculum Framework¹ and Síolta: the National Quality Framework² and The Primary School Curriculum³, with particular emphasis on parental, multi-disciplinary and inter-agency collaboration to include and support children aged 0 to 8 with additional educational needs.
- Understand the role of reflective practice in assessing collaborative practice.
- Understand the importance of an action research approach in assessing and developing collaborative practice in Early Childhood Care and Education.

Affective: Attitude and Values

- Appreciate the centrality of reflective practice skills as an approach to assessing collaborative structures and processes.
- Appreciate the values underpinning family-centred practice.
- Incorporate collaborative practice in Early Years institutional structures and processes

¹ National Council for Curriculum and Assessment (NCCA) (2009) *Aistear: The Early Childhood Curriculum Framework*. Dublin: National Council for Curriculum and Assessment.

² Centre for Early Childhood Development and Education (CECDE) (2006) *Síolta: The National Quality Framework for Early Childhood Education*, Dublin: Centre for Early Childhood Development and Education. Available at: http://siolta.ie/media/pdfs/final_handbook.pdf

³ National Council for Curriculum and Assessment (NCCA) (2009) *The Primary School Curriculum*, Dublin: National Council for Curriculum and Assessment.