

	Module Outline
	Inclusion in Early Years Setting: Concepts and Strategies

Rationale and Purpose of the Module

This module introduces students to key aspects of Inclusive Care and Education in Early Childhood which is critical to supporting children’s maximum participation in the early years. The module focuses specifically on supporting the inclusion of children aged 0-8 years with additional needs. It describes the historical trajectory of early years’ inclusive policy and practice in Ireland and internationally, and provides students with an opportunity to explore key issues, concepts and theories relating to additional needs in the early years, to enable them to develop meaningful and effective inclusive practice. The module draws upon national and international policy to introduce students to the need for establishing an inclusive culture. It will therefore explore attitudes, values, approaches and strategies that are essential to establishing an inclusive culture within an early childhood setting.

Syllabus

National and International policies and directives, relating to additional needs will be examined, and theories and models of disability will be outlined in order to provide a basis for exploring the concept of Inclusion. Students will be introduced to the theory, knowledge and skills that underpin inclusion with an emphasis on professional values and attitudes, and how these may influence self and others, and the establishment of an inclusive culture. Key aspects relating to inclusion: the learning environment, communication, planning, assessment and curriculum will be examined. Students will develop an understanding of the statutory rights and entitlements of children with additional needs. They will develop an understanding of the role of the Inclusion Co-ordinator in terms of a whole-setting approach to inclusion. Students will develop the ability to reflect upon their personal learning, and they will explore the relationship between continuing professional development and professional

practice. The key role of the Inclusion Co-ordinator in promoting and leading inclusive practice will be explored and issues such as Child Protection and Welfare will be highlighted.

Learning Outcomes

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

- Demonstrate an understanding of national and international policy as it relates to promoting and developing an inclusive culture in early years' settings.
- Demonstrate an understanding of the theories that underpin additional needs and their implications for young children's care and education.
- Recognise the role of the Inclusion Co-ordinator in promoting Inclusive Practice.
- Identify the guiding principles that underpin an inclusive culture and inclusive practice.

Affective: Attitude and Values

- Appreciate the significance of early years inclusive policy and legislative developments in the Irish context and internationally.
- Appreciate and understand how personal values impact upon self and others.