

	Module Outline
	Curriculum for Inclusion

Rationale and Purpose of the Module

This module builds on, and develops students' knowledge, understanding and competence in supporting the inclusion of children with additional needs through curriculum inclusion. Students will develop an understanding of early learning theory and practice within the context of supporting inclusion of children with additional needs. They will develop a range of pedagogical approaches and strategies to identify and provide appropriate support for children aged 0 to 8 to participate in curriculum experiences in Early Childhood Care and Education settings. Students will develop skills in relation to planning, implementing and reviewing curriculum access for children with additional needs and understand the principles of assessment of, and for children's learning. Particular emphasis will be placed on the potential of play in the curriculum for children aged 0-8 with additional needs.

Syllabus

Students will explore the concept of curriculum in relation to Early Childhood Care and Education nationally and internationally. Students will gain an understanding and knowledge of, the guiding principles of curricular models for typically-developing children and children with additional needs aged 0 to 8 years. Students will be introduced to some of the pioneers of early childhood education including Froebel; Montessori; Steiner and Malaguzzi in the context of their influence on curriculum. A focus will be maintained on the application of

these principles in practice in curricular models nationally with a particular focus on *Aistear: The Early Childhood Curriculum Framework*¹ and *Síolta: the National Quality Framework*².

Learning Outcomes

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

- Describe a range of early education curricular approaches for children aged 0 to 8 years.
- Critically differentiate the curriculum to support the inclusion of children with additional needs.
- Select appropriate pedagogical learning strategies / methodologies to support children with additional needs.
- Devise and use appropriate and effective documentation to record progress of children with additional needs.

Affective: Attitude and Values

- Demonstrate awareness and understanding of providing for the individual learning needs of each child.
- Develop the capacity to lead change in curriculum and practice to support inclusion.

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