

	<b>Module Outline</b>
	<b>Curriculum for Inclusion</b>

### **Rationale and Purpose of the Module**

This module builds on, and develops students' knowledge, understanding and competence in supporting the inclusion of all children, through curriculum inclusion. Students will develop an understanding of early learning theory and practice within the context of an inclusive learning environment. They will develop a range of pedagogical approaches and strategies to identify and provide appropriate support for children from birth to 8 years to participate in curriculum experiences in early learning and care (ELC) settings. Students will develop skills in relation to planning, implementing and reviewing curriculum access for all children 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 to support the holistic development and meaningful participation of all children in the Early Childhood Care and Education (ECCE) programme.

### **Syllabus**

Students will explore the concept of curriculum in relation to ECCE nationally and internationally. Students will gain an understanding and knowledge of the guiding principles of curricular models to support an inclusive ELC setting. 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* (National Council for Curriculum and Assessment

### **Learning Outcomes**

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

- Describe a range of early education curricular approaches for children from birth to 8 years.
- Select appropriate universal pedagogical approaches and strategies to support all children's learning and development.
- Devise and use appropriate and effective documentation to record children's achievements and progress.

#### **Affective: Attitude and Values**

- Understand the centrality of a strengths-based approach and the value of a playful pedagogy in developing an inclusive and emergent curriculum in the ELC setting.
- Demonstrate awareness and understanding of providing for the individual learning needs of each child in the context of the principles of universal design for learning.
- Develop the capacity to lead change in curriculum and practice to support inclusion.

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

<sup>2</sup> 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](http://siolta.ie/media/pdfs/final_handbook.pdf)