

	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 in the context of universal design for learning (UDL). The module draws upon national and international policy to introduce students to the need for establishing an inclusive culture for all children. It will therefore explore attitudes, values, approaches and strategies that are essential to establishing an inclusive culture within Early Learning and Care (ELC) Settings.

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, attitudes and use of person first language, and how these may influence self and others, and the establishment of an inclusive culture, practice and pedagogy. Key aspects relating to inclusion: the learning environment, communication, planning, assessment, UDL and curriculum will be examined. Students will develop an understanding of the statutory rights and entitlements of children with additional needs. Students will develop the ability to reflect upon their personal learning, and they will explore the relationship between continuing professional development (CPD) and professional practice. Students will be able to identify the philosophy underpinning the LINC Programme and

will have an understanding of the LINC Competency Framework. Key issues such as Child Protection and Welfare will be highlighted, together with the role and functions of play to support the inclusion of all children in ELC settings.

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, practice and pedagogy in ELC settings.
- Demonstrate an understanding of the theories and research that underpin additional needs and the associated implications for young children's learning and development.
- Recognise the role of the INclusion CO-ordinator (INCO) in promoting inclusive practice.
- Understand the importance of play in learning and development and its role in supporting the inclusion of all children.

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 in practice.