

	Module Outline
	LIN100 Child Development

Rationale and Purpose of the Module

This module develops students' understanding of children's learning and development, with an emphasis on the development of children from birth to 8 years. Attention will also be directed towards the pre-natal stages of development. This module aims to explore the cognitive, social and emotional development of children from birth to 8 years. Students will engage with relevant theories of child development and the role of the early childhood teacher in understanding and promoting positive child development. It will support students to use a range of observation tools and differentiated early learning and care (ELC) and school aged childcare (SAC) assessment strategies, to support planning for the inclusion of all children. It will enable students to create a positive inclusive learning environment for all children. This module aims to equip students with the knowledge and understanding, of psychological theories needed to support children's engagement and to understand how to create environments, which foster children's learning and development, with particular attention to supporting those who present with differences in their developmental trajectories.

Syllabus

This module will examine psychological theories and key concepts in understanding the development of children from birth to 8 years. Children's cognitive, social and emotional development will be explored, with a particular focus on promoting positive child development. The module will also address the psychology of motivation and behaviour in the context of child development. There will be an emphasis on understanding and supporting cognitive, social and emotional developmental differences in the early years' setting.

Learning Outcomes

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

- Understand and critique psychological theories of learning and development for children from birth to 14 years.
- Evaluate the impact of biological, sociocultural, environmental and economic factors on children's holistic learning and development.
- Apply theoretical principles to design inclusive ELC and SAC environments that foster emotional security, agency, playful learning and family participation.
- Plan and implement observation and differentiated assessment strategies to planning for the inclusion of all children.

Affective: Attitude and Values

- Relate an understanding of child development to inclusive practice that respects equality and diversity
- Apply psychological theories to the development of positive, collaborative relationships with children, families and professionals that promote well-being and belonging.