

	Module Outline
	LIN102 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 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) and school aged childcare (SAC) 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.

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 (GoI) 2024) and Síolta: the National Quality Framework for Early Childhood Education (Centre for Early Childhood Development and Education (CECDE) 2006).

Learning Outcomes

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

- Describe a range of early learning curricular approaches for children from birth to 8 years.
- Apply and adapt Aistear (Government of Ireland 2024), Síolta (CECDE 2006) and the Introductory Guidelines to Support the Meaningful Inclusion of Autistic Children in ELC and SAC (DCEDIY 2024) to plan, implement and evaluate an inclusive curriculum including overview of the Primary School Curriculum Framework for Primary and Special Schools (Department of Education 2023)
- Select appropriate universal pedagogical approaches and strategies to support all children's learning and development.
- Implement a key person approach to strengthen relationships, belonging and continuity in children's learning.

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.

- Develop the capacity to lead change in curriculum and practice advances equality, diversity and inclusion

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- ¹ Government of Ireland (GoI) (2024) *Aistear: The Early Childhood Curriculum Framework*. Dublin: National Council for Curriculum and Assessment.
 - ² Centre for Early Childhood Development and Education (CECDE) (2006) *Siolta: 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