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|  | <b>Module Outline</b>       |
|                                                                                   | <b>LIN137-139 Portfolio</b> |

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

This module provides students with an infrastructure and tangible evidence for documenting and reflecting upon their assumptions, understandings and experiences of inclusive practice in early learning and care (ELC) and school aged childcare (SAC) settings. Students will be required to document their observations in line with their role and individual experiences in leading inclusion in their settings. The module provides a framework for students to demonstrate clear links between the theoretical component of the module and their practice in leading inclusion in their respective settings. The portfolio will comprise of a collection of authentic and diverse evidence of students' competence in relation to leading inclusion in their respective early years setting and will demonstrate evidence of reflection, synthesis and selection.

### **Syllabus**

This module provides students with an opportunity to demonstrate independent learning through the creation of their individual portfolio. The portfolio includes a range of activities that enable the student to demonstrate: the development of their reflective practice, evidence-based excellence in leading inclusion in the early years and their capacity to link theory to practice. The portfolio provides students with the opportunity to select materials that record and reflect their development (skills, attitudes and competencies) as leaders for inclusion in the ELC and SAC setting. It provides them with an opportunity to use past experience and present activities to demonstrate and reflect on the development of these skills, competences and attitudes.

### **Learning Outcomes**

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

- Select examples of 'best practice' from their existing portfolio of work, which demonstrates excellence in leading inclusion in the ELC and SAC setting.
- Analyse and document how reflective practice has enhanced their own professional competence and supported team development to create inclusive, welcoming environments.
- Reflect critically on their key learning goals and achievements as leaders for inclusion, as evidence during the mentoring visit.

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

- Develop a commitment to reflection and evaluation of professional practice.
- Value independent learning and reflection in the development of the portfolio.