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| **Minor Award Name** | Child Psychology |
| **Minor Award Code** | 6N2023 |
| **Level** | 6 |

**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| **Introduction to Psychology**  **The role of social, biological, cultural and historical perspectives affect the development of children and adolescent** | Online book | This online book is a very thorough introduction to the field of psychology. The following chapters are of relevance to this module, in bold are chapters that relate to themes further on.  Chapter 1 introduction to psychology  Chapter 2 **Research**  Chapter 6 **Development**  Chapter 11 **Personality** | Stangor, Charles.(2011).*Introduction to Psychology.* | <http://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf> |
| **Childcare and Development** | book | A comprehensive and general introduction. While it contains sections unrelated to this particular module it has much to offer the student studying childcare. | Author: Pamela Minett  Published by: Hodder Education | <http://www.amazon.co.uk/Child-Care-Development-6th-Edition/dp/1444117130> |
| **Introduction to child psychology** | powerpoint | An introduction to and overview of child psychology, its debates and theorists. | Liu, M. *Introduction to Child Psychology*. | [www.wiley.com/college/vasta/0470155310/**ppt**/**ppt**01.**ppt**](http://www.wiley.com/college/vasta/0470155310/ppt/ppt01.ppt) |
| **What is continuity and discontinuity?** | video | Explains the continuity and discontinuity approach using a more visual approach. | Boyd, N.  Study.com | <http://study.com/academy/lesson/continuity-and-discontinuity-in-development.html> |
| **Dis/continuity with Piaget’s theory** | Online document | Using Piaget’s theory this resource illustrates examples of the dis/continuous approach. | University of Colorado | <http://psych.colorado.edu/~colunga/P4684/piaget4.pdf> |
| **Key debates in psychology** | Online document | Outlines some of the key debates within psychology; nature vs. nurture and dis/continuity. | Keenan, T. and Evans, S. *An Introduction to Child Pscyhology.* Sage Publishing. | <http://www.sagepub.com/sites/default/files/upm-binaries/9397_008824ch1.pdf> |
| **Nature vs nurture** | Online video | nature versus nurture the debate on psychological development | Payton Sessions | <https://www.youtube.com/watch?v=IPZsrLAkpKM> |
| **Nature vs nurture** | documentary | examines nature vs nurture debate looking particularly at gender stereotypes | BBC documentary Bang goes the theory | <https://www.youtube.com/watch?v=8mvZ4EbPbME> |
| **Multiple choice test** | Online multiple choice questionnaire | This multiple choice questionnaire to test understanding of the basic concepts in understanding developmental theories | Child and Adolescent Development for Educators, 2/e  Judith Meece, University of North Carolina - Chapel Hill  Student Study Guide by Nancy Defrates-Densch | <http://highered.mheducation.com/sites/0072322357/student_view0/chapter1/multiple_choice_quiz.html> |
| **2.Origins and development of attachment theory** | Journal article | Journal article outlining the origins and formation of attachment theory and Ainsworth’s development of the Strange situation as a method to assess it. | Inge Bretherton: The origins of Attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology* (1992), 28, 759-775 | <http://www.psychology.sunysb.edu/attachment/online/inge_origins.pdf> |
| **Influence of attachment development and styles** | Online document | Attachment and emotional resilience, this document relates different attachment styles and their influence. | Bunce, M. and Rickard, A . *Working with bereaved children: a guide*. Chapter 1.Essex university. | <https://www.essex.ac.uk/armedcon/unit/projects/wwbc_guide/wwbc.chapter.1.english.pdf> |
| **Attachment styles witnessed in mother-baby interactions** | Video clip | This video demonstrates all the attachment styles using mother-baby interactions | Training Games | <https://www.youtube.com/watch?v=DH1m_ZMO7GU> |
| **In-depth overview of temperament** | chapter | This chapter overviews many aspects of child development including temperament and goodness of fit (p.416 onwards). It includes biological and cultural influences on temperament. Also includes **Attachment** and a feature on childcare and attachment. | Berk, L. (2012).*Child Development*, 9th ed. | <http://www.pearsonhighered.com/showcase/berkcd9e/assets/pdf/Berk_0205149766_Ch10.pdf> |
| **Temperament and Goodness of fit in infants and children** | Document/fact sheet | Discusses temperament and why it is important and how goodness of fit develops. Offers suggestions on promoting the latter. | Allard, L.T. and Hunter, A. (2010). *Understanding Temperament in Infants and Children*. | <http://csefel.vanderbilt.edu/briefs/wwb_23.pdf> |
| **Assessing Temperament/Goodness of fit** | Exercise sheet | The assessment sheet is a simple approach to evaluating a parent-child temperament and goodness of fit. | Parent/Child Temperament and goodness of fit chart. Greg Lubimiv (2005) | <http://frontenacss.limestone.on.ca/School_Council/HMHF%20Resources/S10ABED34-10AD393D.1/Chart%20-%20Parent-Child%20Temperament%20&%20Goodness%20of%20Fit.pdf> |
| **Birth order** | Online document | Introduction to birth order and its effects, also covers parental concerns. | Encyclopedia of Children’s Health | <http://www.healthofchildren.com/B/Birth-Order.html> |
| **Impact of birth order** | article | Detailed description of the impact of birth order on developing personalities. | Murphy, L. (2012) | <http://alfredadler.edu/sites/default/files/Murphy_MP_2012.pdf> |
| **Baumrind’s parenting styles** | Online document | Succint overview of Baumrind’s parenting styles. | DevPsy.org | <http://www.devpsy.org/teaching/parent/baumrind_parenting_styles.pdf> |
| **Parenting styles and impact on child** | Online article | Article by Baumrind discussing parenting styles and their impact on the child. | Baumrind, D. *effects of authoritative parental control on child behaviour*. | <http://persweb.wabash.edu/facstaff/hortonr/articles%20for%20class/baumrind.pdf> |
| **Parenting styles** | Online document | While this research document focuses on Irish parents’ perspectives on parenting styles and discipline, within its literature review (p.15) it overviews Baumrind’s theory and also Maccoby on parenting style. | Halpenny, Nixon, Watson (2010). *Irish parents’ perspectives on parenting styles and discipline*. The National Children’s  Strategy Research Series.OMC | <http://www.dcya.gov.ie/documents/publications/Parents_Perspectives_on_parenting_styles.pdf> |
| **Children’s identity through ECCE** | Online article | Children’s identity develops through relationships and play, this paper looks at how ECCE can support this process. | Raburu, P. (2015). ‘Children’s Identity and Development through Early Childhood Education’. *Journal of Educational and Social Research.* | <http://www.mcser.org/journal/index.php/jesr/article/viewFile/5600/5403> |
| **Siolta Standard 14 Identity and Belonging** | Online document | This research digest relates to identity formation and how to support and promote it in childcare. Includes additional sources. | Siolta Research Digest. Standard 14 Identity and Belonging. CECDE | <http://siolta.ie/media/pdfs/Research%20Digest%20-%20Identity%20and%20Belonging.pdf> |
| **Developing identities, and the influences of peers and culture.** | Online document | Excellent and comprehensive document that covers the development of identity, developing positive identities and the influence of peers and culture. | Woodhead, M. and Oates.J. (eds).*Developing Positive Identities: Diversity and Young Children.* Early Childhood in Focus Series (2008). Open University. | <http://www.ecdgroup.com/docs/lib_005464256.pdf> |
| **Aistear and identity – its aims and how to support it.** |  | Identity and belonging are one of the pillars of Aistear, this document outlines the aims and learning goals with sample learning opportunities to illustrate how practitioners can support developing identities. | Aistear – the Early Childhood Curriculum Framework. *Identity and Belonging* | <http://www.ncca.ie/en/Practice-Guide/Planning-and-Assessing-using-Aistears-Themes/Resources-for-Sharing/Identity-and-Belonging-Aistear-document.pdf> |
| **How children build a sense of self** | Online document | Ages & Stages: How Children Develop Self-Concept, this piece guides through children’s burgeoning and developing sense of self relating to age groups. | Susan A. Miller Ed.D., Ellen Booth Church, and Carla Poole. | <http://www.scholastic.com/teachers/article/ages-stages-how-children-develop-self-concept> |
| **Developing sense of self and self regulation.** | Factsheet | This factsheet covers the early years and looks at the development of sense of self, self-regulation and social relationships. Very accessible introduction. Includes learning in action examples | Child Health and development.files.wordpress.com | <https://childhealthanddevelopment.files.wordpress.com/2011/06/social-and-emotional-development.pdf> |
| **Theoretical approach to understanding self and identity** | E chapter | A more theoretical approach to self and identity which is challenging but contains relevant analysis and discussion. | Mark R. Leary  June Price Tangney (2012) Handbook of self and identity, 2nd ed. Guildford Press | <https://dornsife.usc.edu/assets/sites/782/docs/handbook_of_self_and_identity_-_second_edition_-_ch._4_pp._69-104_38_pages.pdf> |
| **Developing sense of self, self-esteem and self-concept.** | book | This is an older book but can still be sourced and is excellent at introducing critical emotional milestones and their essential role in the developing child. Underscored is the importance of caregivers including a discussion on early child care issues. | Pritchard, K. (1999). *Me, myself and I.* | <http://www.amazon.co.uk/Me-Myself-Children-Goddard-Parenting/dp/0966639758/ref=sr_1_6?ie=UTF8&qid=1446042697&sr=8-6&keywords=kyle+pruett> |
| **Development of autonomy** | Online document | This newsletter investigates how to promote independence and agency in children within an early learning years perspective. It includes suggestions on how best to support autonomy. | National Quality Standard Professional Learning Programme | <http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/10/NQS_PLP_E-Newsletter_No64.pdf> |
| **Role of practitioner in supporting children’s sense of agency** |  | This article gives an interesting insight into the role of early education practitioners, the authors studied 3-5 year olds and observed practitioners interventions in their disputes and how this impacts on children’s sense of agency. | Angela MASHFORD-SCOTT & Amelia CHURCH. Promoting children’s agency in early childhood education. Novitas-ROYAL (Research on Youth and Language), 2011, 5 (1), 15-38. | <http://www.novitasroyal.org/Vol_5_1/mashford-scott_church.pdf> |
| **Erikson autonomy versus shame stage** | Online document | This brief factsheet includes Erikson’s psychosocial stage that relates to autonomy. More information of Erikson can be found in ‘Introduction to psychological theories later in this resource’. | Sisikiyous.edu | <http://www.siskiyous.edu/class/ece3/eriksonsstagesthroughidentity.pdf> |
| **Siolta Standard 13: Transitions** | Research digest | This research digest discusses the importance of transition in terms of security and continuity, recent research, policies and procedures are discussed as is its implementation. | Siolta | <http://siolta.ie/media/pdfs/Research%20Digest%20-%20Transitions.pdf> |
| **Strategies for supporting transitions.**  **Also assessment and planning in ECCE settings** | book | This handbook is a must for all childcare practitioners. Relevant to this module is Supporting children’s well-being, belonging, identity and diversity, and  Supporting children’s transitions. | Supporting Quality (3rd Ed.) Book 2  Guidelines for Professional Practice in Early Childhood Services - Enhancing Children's Learning and Development by G. French. Barnardos. | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/supporting_quality_3rd_ed._book_2.html> |
| **Transitions using an ecological approach** | article | O’Kane discusses more theoretical approaches to the understanding of transitions and how to best support them. Bronfenbrenner’s ecological model is used to illustrate how to support transitions. | Theorising transitions: theoretical framework by Mary O’Kane. Published by CECDE | <http://www.cecde.ie/english/pdf/Research%20Students/Mary%20O'Kane/O'Kane,%20C%203%20Theorising%20Transitions.pdf> |
| **Overview of research on transitions and factors that influence them** | Resource sheet | This Resource Sheet is a review of research regarding children’s transition from home, to early childhood education and care services and then to school, with a specific focus upon both children and parents’ experiences of those transitions. The factors that influence a child’s ability to adapt to school are considered. | Kate Rosier and Myfanwy McDonald, 2011. Published by Australian Institute of Family Studies | <https://aifs.gov.au/cfca/publications/promoting-positive-education-and-care-transitions-childr> |
| **Irish research on transition, policies and practices.** | Journal article | This article discusses transition and the findings of a study on the practices and policies in place in Irish preschools and  primary schools, and the practices teachers in both settings feel are of most benefit to children undergoing this transition. | The transition to school in Ireland: views of preschool and primary school teachers.  Mary O’Kane and Nóirín Hayes, International Journal of Transitions in Childhood, Vol.2, 2006. | <http://www.cpln.ie/files/resources/transition_to_school_article.pdf> |
| **Different approaches and good practice in supporting transition in the Early Years** | Book | The text is discusses different approaches and examples of good practice in supporting transition in the Early Years, from around the world. Highlights the theory that should underpin high quality everyday practice for everyone engaging with young children. | Supporting Transition in the Early Years (Supporting Early Learning). Liz Brooker (2008). | <http://www.amazon.co.uk/Supporting-Transitions-Early-Years-Learning/dp/0335221688/ref=sr_1_1?ie=UTF8&qid=1445982799&sr=8-1&keywords=brooker+supporting+transitions> |
| **Continuity in the lives of children** | Resource sheet | Highscope have developed programs for young children, in this article the importance of continuity of care in infant and toddler programs is discussed and very practical suggestions given. | “It’s good to see you again” Continuity and care in infant and toddler programs by Christine Snyder. Published by ReSource (2011) Highscope.org | <http://www.highscope.org/file/NewsandInformation/ReSourceReprints/Spring2011/It'sGoodToSeeYou_72.pdf> |
| **Strategies and barriers to continuity** | Online document | This document considers strategies and barriers involved in continuity in children’s lives. | J. Ronald Lally and Sheila Signer. WestEd: The Program for Infant/Toddler Care | <http://webcache.googleusercontent.com/search?q=cache:qoYnR41QnI8J:https://www.pitc.org/cs/pitclib/download/pitc_res/360/Introduction%2520to%2520Continuity.pdf%3Fx-r%3Dpcfile_d+&cd=5&hl=en&ct=clnk&gl=ie> |
| **Introduction to psychological theories and theorists** | chapter | A comprehensive introduction to issues and theories relevant to child psychology including the psychoanalytic, cognitive, information processing social learning and behaviourism and ethology. **Gender** is used as an example to demonstrate how the theoretical approaches would explain its formation | Alan Slater, Ian Hocking, and Jon Loose. Theories and issues in child development, chapter 2 | <http://www.scotlandscolleges.ac.uk/download-document/1059-hnc-rc-alan-slater-ian-hocking-and-jon-loose-theories-and-issues-in-child>. |
| **Introduction to key issues, theories and research in psychology** | chapter | Addresses the key issues and theoretical approaches to psychology. In addition this chapter includes a comprehensive introduction to **research** including: Posing  Developmental Questions  Choosing a Research Strategy  Correlational Studies  Experiments: Determining Cause and Effect  Measuring Developmental Change  Ethics and Research | An introduction to Lifespan Development | <http://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205805914.pdf> |
| **Bronfenbrenner’s ecological model to child development** | Online document | This accessible document outlines the main principles in the ecological approach and applies this approach to child development. | Pamela Schulze. Bronfenbrenner’s Ecological Model. University of Uakron. | <http://www3.uakron.edu/schulze/401/readings/BronfenbrennersEcologicalModel.pdf> |
| **Bronfenbrenner’s ecological model** | Journal article | An article by Bronfenbrenner outlining his theory, its different systems. | Bronfenbrenner, U. (1994). *Ecological Models of Human Development*. | <http://www.psy.cmu.edu/~siegler/35bronfebrenner94.pdf> |
| **Elkind on the importance of developmentally appropriate education in ECCE** | Online article | In this article Elkind discusses argues for the importance of developmentally appropriate education and instruction in Early Years settings. | Early Childhood Education: Developmental or Academic David Elkind | <http://media.hoover.org/sites/default/files/documents/ednext20012unabridged_elkind.pdf> |
| **Information Processing approach** | Online document | While this document covers physical and emotional development, it is within cognitive development that information processing is explained, in addition to Piaget. | Information Pack  Child Development  Created : Summer 2002. Barnardos | <http://www.barnardos.ie/assets/files/information-pack/Child%20Development%20IP.pdf> |
| **Introduction to personality theories** | Website | A very simple and accessible explanation of theories of personality including Freud and trait theories including Allport. Considers the biological versus social explanations. | MacLeod, Saul Personality Theories. Simplypsychology.org | <http://www.simplypsychology.org/personality-theories.html> |
| **Personality theories** | Online chapter | This chapter describes the main theories of personality including psychoanalytical (Freud), Trait (including Eysenck) and biological/genetic influences. | *Psychology* written by the British Psychological Society (2005). Published by Blackwell. | <http://www.blackwellpublishing.com/intropsych/pdf/chapter14.pdf> |
| **Cognition and gender development** | Online website | Theories covered in this piece relate to aspects of children’s thinking that are central to their gender development. How children attend to and then process and organise this information. Includes Kohlberg and gender schema. Very accessible. | OpenLearn Team. Open University | <http://www.open.edu/openlearn/body-mind/childhood-youth/childhood-and-youth-studies/childhood/cognition-and-gender-development> |
| **Gender and socialisation** | Online chapter | Discusses how we learn gender through socialisation and discusses culture. Theories are also included such as social learning. Has piece on the early years and socialisation. | Sage Publishing | <http://www.sagepub.com/sites/default/files/upm-binaries/39367_4.pdf> |
| **Gender Cognitive Theory** | Online factsheet | Focuses on how cognitive psychologists explain gender. Very accessible piece. | Psychlotron Teaching Resource Bank | <http://www.psychlotron.org.uk/newResources/developmental/AS_AQB_gender_CognitiveBasics.pdf> |
| **Gender roles and identity** | Visual presentation | For more visual learners this presentation covers the fundamentals of gender including the role of media. Good resource to begin with. | Westphal, Kyle. Gender Roles and Identity. Prezi.com | <https://prezi.com/x7edhep9auqk/gender-roles-and-identity-a-look-from-the-beginning/> |
| **Counteracting gender stereotypes with young children** | Journal article | Discusses gender stereotypes and offers suggestions on how to best to challenge and shape new attitudes in children | Olaiya E. Aina and  Petronella A. Cameron. (2011). *Dimensions of Early Childhood*, Vol.39(3) | <http://www.southernearlychildhood.org/upload/pdf/Why_Does_Gender_Matter_Counteracting_Stereotypes_With_Young_Children_Olaiya_E_Aina_and_Petronella_A_Cameron.pdf> |
| **Equality and Diversity Guidelines (OMC)** | Online document | Within the Equality and Diversity Guidelines for Childcare, gender factors are described (p.37). An important document as it relates to many aspects of identity and how best to support it. | Office of the Minister for Children (2006). Diversity and Equality Guidelines for Childcare  Providers. | <http://www.dcya.gov.ie/documents/childcare/diversity_and_equality.pdf> |
| **Development of gender consciousness** | Online chapter | This chapter is in-depth in its breadth, discussing gender stereotyping and identity and tracking its developmental trajectory. | May Ling Halim and Diane Ruble.(2010). Gender Identity and Stereotyping in Early and Middle  Childhood. In J.C. Chrisler, D.R. McCreary (eds.), Handbook of Gender Research in Psychology | <http://web.csulb.edu/~mhalim/pub/Halim_Ruble_2010_Gender_identity_stereotyping_handbook_chapter.pdf> |
| **Effects of parental, peer, school, media, attitude on gender** | Journal article | This article is a challenging read but worthwhile, it does begin with theoretical overview but from midday way the role of parents, peers, educational practices and the media are discussed. | Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. Psychological Review, 106, 676-713 | <http://www.uky.edu/~eushe2/Bandura/Bandura1999PR.pdf> |
| **Diversity and Equality in Irish ECCE settings** | book | This book comprehensively covers identity and its aspect within ECCE, referencing policy and legislation including Siolta and Aistear, with particular focus on identity and belonging and **anti-discriminatory practice**. | Diversity and Equality in Early Childhood by Colette Murray and Matthias Urban (2012).Gill & MacMillan | <http://www.gillmacmillan.ie/childcare/childcare/diversity--equality-in-early-childhood> |
| **Differing perspectives and their influence on the developing child.** | Online document | Early child development is influenced by early life factors and experiences, this conference paper is a challenging read but it very clearly highlights the different perspectives and their intertwining to shape children and teen’s development. | Stefania Maggi  Lori G. Irwin  Arjumand Siddiqi  Iraj Poureslami  Emily Hertzman  &  Clyde Hertzman  for the  World Health Organization’s  Commission on the Social Determinants of Health  December 2005 | <http://www.who.int/social_determinants/resources/ecd.pdf> |
| **The multiple contexts and the need for an integrative approach** | Online document | This paper focuses on immigrant children, however it includes an excellent integrative model of child develpment that highlights the intersection between many different approaches and their influence on development. |  | <https://www.princeton.edu/futureofchildren/publications/docs/14_02_05.pdf> |
| **Changing perspectives on early childhood** | Background paper | Theory research and policy is considered in this paper in discussing changing perspective on childhood. | Woodhead, M.(2006). Changing perspectives on early childhood. UNESCO | <http://unesdoc.unesco.org/images/0014/001474/147499e.pdf> |
| **Socialisation** | Online chapter | Comprehensive overview of all aspects related to socialisation from theories to the influence of family, peers and culture. Also includes Gilligan’s critique of gender and Kohlberg. | Macionis, John J. *Sociology.*Published by Pearson. | <http://www.pearsonhighered.com/macionis-sociology-info/assets/pdf/macionis-9780205983308-ch3.pdf> |
| **Factors affecting socialisation of children** | Online document | Very accessible overview of factors that can affect children’s socialisation. The focus of this document is on young children | Factors affecting socialisation of children by Carolyn R. Tomlin. Published by Early Childhood News | <http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=553> |
| **Influence of culture on early child development** | Online document | While this document deals with an American context, it main points are transferable and understandable as it discusses the definition of culture, its role in development including cognitive and language. | Maschinot, B. *The changing face of the US: Influence of culture on early child development.* Published by Zero to Three | <http://main.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921> |
| **Aistear and the need to consider the socio-cultural aspect in children’s development** | Online document | Within this research paper includes the need to take a socio-cultural approach to understanding development and learning. | Children’s early learning and development by g. French (2007). Aistear: The Early Childhood Curriculum Framework. NCCA | <http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/How_Aistear_was_developed/Research_Papers/Childrens_learning_and_dev.pdf> |
| **Introduction to methods used in the study of child development.** | Online document | A simple introduction to the use of some methodologies to research child development |  | <http://psych.colorado.edu/~colunga/P4684/methods.pdf> |
| **Overview of different scientific methods used in research** | Online chapter |  | Research methods in human behaviour by | <https://www.csusm.edu/psychology/docs/ResearchMethodsInHumanDevelopment.pdf> |
| **The science of psychology and its research methods** | Online document | This document is particularly useful as it includes an overview of a variety of approaches and also a test section in the latter part. | The Science of psychology and its research methods. Published by ipfw.edu | <https://www.ipfw.edu/dotAsset/fe493d6b-9b0b-4556-9be8-b7917ab49827.pdf> |
| **Assessment in Aistear** | Online document | This paper outlines how assessment is central to Aistear and role of practitioner in understanding and supporting children’s learning and development. It defines assessment, its documentation and methods. | Mary Daly and Arlene Foster (2010). Assessment in Aistear: the Early  Childhood Curriculum Framework | <http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Assessment/An_Leanbh_Og_journal_article_on_assessment_in_Aistear.pdf> |
| **Assessment approaches and good practice** | Online document | Details in ‘supporting learning and development through assessment’ (p.71-102) different methodology that can be used to research and support children’s learning and development through assessments including observation. | Guidelines for Good Practice (2009). Aistear. NCCA. | <http://www.ncca.biz/Aistear/pdfs/Guidelines_ENG/Guidelines_ENG.pdf> |
| **Ethical Guidelines** | Online document | Produced by the Dept. of Children and Youth Affairs, it provides guidance on the core ethical principles and concepts in child-related research  1. Minimising risk of harm  2. Informed consent and assent  3. Confidentiality and anonymity  4. Child protection and well-being  5. Legal requirements and policy commitments  6. Children’s participation in the research | Guidance for developing ethical research projects with children. (2012). DCYA. | <http://www.dcya.gov.ie/documents/Publications/Ethics_Guidance.pdf> |
| **Siolta Standard 11: Professional Practice** | Online document | Siolta is the policy relating to quality in childcare. This digest overviews the development of professional practice including the values and principles involved and the use of reflective practice. Bibliography of additional sources included. | Siolta Standard 11: Professional Practice. Produced by the CECDE. | <http://siolta.ie/media/pdfs/Research%20Digest%20-%20Professional%20Practice.pdf> |
| **Professionalism in Practice** | Conference proceedings | This document is extensive, a section of it relates to ‘Professionalism in Practice’ containing several articles of relevance. | Vision into Practice: Conference Proceedings on making quality a reality in the lives of children (2007). Edited by Sharon O’Brien, Peadar Casey and Heino Schonfeld | <http://www.cecde.ie/english/pdf/Vision%20into%20Practice/Vision%20into%20Practice.pdf> |
| **Resource for gender conscious ECCE settings** | Resource document | This practical document outlines how to create a more gender neutral and equitable environment in ECCE settings. It discusses the importance of practitioner’s own self awareness and then offers guidance and examples on best practice |  | <http://www.genderloops.eu/docs/toolbox.pdf> |
| **Reflective Practice, its use in Early Years** | Online document | Outlines and discusses the use of reflective practice as central to the childcare practitioner including why it is important, its role in childhood learning and development and as a tool to assess their own values. | ‘Reflective Practice’  Authored for the Department of Education and Early Childhood Development  by Louise Marbina, Amelia Church & Collette Tayler | <http://webcache.googleusercontent.com/search?q=cache:X8VaXPpqg6sJ:www.education.vic.gov.au/Documents/childhood/providers/edcare/evidpaperreflective.docx+&cd=2&hl=en&ct=clnk&gl=ie> |
| **Interactions as best practice** | book | This book aims to support early childhood practitioners to explore current theory and best practice on the central core role of their profession. | Quality Child-Adult Interactions in the early years. Barnardos. | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/quality-adult-child-interactions-in-early-years-services.html> |
| **Continuing Professional Development** | Book and CD toolkit | An essential resource for practitioner CPD. This resource includes: Understanding Myself and My Learning Better, My Learning Needs and Planning Your CPD  Worksheets. | Your Learning and Development - Continuing Professional Development (CPD) Barnardos | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/your-learning-and-development.html> |
| **Professionalism in the early years.** | Book | A more general and theoretical approach to understanding the role of professionalism. | Miller, Linda.., Cable, Carrie.. 2008, Professionalism in the Early Years, Hodder Arnold. | <http://www.amazon.co.uk/Professionalism-Early-Years-Linda-Miller/dp/0340948345> |
| **Overview of professionalism** | Online document | This document is essential, it covers transition, professional development and assessment. | Professional Pedagogy for Early Childhood Education by Avril McMonagle. Published by DCCC (2012) | <https://www.pobal.ie/Publications/Documents/EOCP%20Professional%20Pedagogy%20for%20Early%20Childhood%20Education.pdf> |

**Useful Organisations:**

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| --- | --- |
| **Name** | **Contact Information** |
| Early Childhood Ireland | <http://www.earlychildhoodireland.ie/> |
| Barnardos | <http://www.barnardos.ie/> |
| National Council for Curriculum and Assessment (NCCA) | [www.ncca.ie](http://www.ncca.ie) |
| Quality and Qualifications Ireland (QQI) | <http://www.qqi.ie/> |
| Further Education Support Service (FESS) | [www.fess.ie](http://www.fess.ie) |
| Childminding Ireland | <http://www.childminding.ie/> |
| [Forbairt Naíonraí Teo](http://www.naionrai.ie/) | <http://www.naionrai.ie/> |

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