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| **Minor Award Name** | **Early Childhood Curriculum** |
| **Minor Award Code** | **6N1944** |
| **Level** | 6 |

**Some suggested resources to support delivery:**

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| --- | --- | --- | --- | --- |
| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| **Aistear - Early Childhood Curriculum Framework for children from birth to six years in Ireland** | e-book | Essential reading - Aistear describes the types of learning (dispositions, values and attitudes, skills, knowledge, and understanding) that are important for children in their early years, and offers ideas and suggestions as to how this learning might be nurtured. The Framework also provides guidelines on supporting children’s learning through partnerships with parents, interactions, play, and assessment. | National Council for Curriculum and Assessment (NCCA) | <http://www.ncca.biz/Aistear/> |
| **Síolta** | eManuals | Essential reading - Síolta, the National Quality Framework for Early Childhood Education in Ireland is designed to define, assess and support the improvement of quality across all aspects of practice in Early Childhood Care and Education (ECCE) settings where children aged birth to six years are present. | Síolta was developed by the Centre for Early Childhood Development and Education on behalf of the Department of Education and Skills | <http://siolta.ie/> |
| [**Child Care (Pre- School Services) Regulations**](http://www.dcya.gov.ie/documents/publications/Child_Care_Pre-_School_Services_Regs_2006.pdf) | Online document | Child Care (Pre-School Services) (No 2) Regulations 2006 and Child Care (Pre-School Services) (No 2) (Amendment) Regulations 2006. | Published by the Stationery Office, Dublin | <http://www.dcya.gov.ie/documents/publications/Child_Care_Pre-_School_Services_Regs_2006.pdf> |
| **Theories on main curricula** | Book (teacher book has a disk with powerpoint presentations) | The key learning provided here are the philosophy, the learning environment, literacy, numeracy, culture and arts for the various curricula. The role of the adult and reflective practice are also discussed.  Using the Frobel website gives the learners a direct reference to perfect source of information on the gifs Frobel developed and the history of how they are used in his curriculum.  The essence of Montessori is provided here thus creating a discussion point to enable level 6 learners debate their understanding of the Montessori curriculum.  The Steiner curriculum as seen in the Irish context through a website belonging to the Co. Clare based kindergarten. It is informative with the theory, photographs of the practical and the outline of the routine in the day. Using all of these as tools will ensure that all learning styles are met. | Early Childhood Curriculum  By Eilis Flood and Catriona Hardy  **ISBN:** 9780717156283  **Publication:** Gill & Macmillan  **Date:** April 2013 | [www.**froebel**gifts.com/method.htm](http://www.froebelgifts.com/method.htm)  <http://www.montessori-icme.com/method.html>  <http://raheenwood.org/what-is-steiner-education> |
| **Planning** | E\_Book | **The importance of planning is highlighted in the user guide. The short medium and long term plans are defined. Furthermore the individual education plan is explained in the early years context. This tool helps to make direct link with this component and Aistear. The toolkit also has a template for planning that will get learners to identify all the issues that need to be addressed in planning the early years curriculum.** |  | [www.ncca.biz/Aistear/pdfs/UserGuide\_ENG.pdf](http://www.ncca.biz/Aistear/pdfs/UserGuide_ENG.pdf) |
| **Outdoor Play Matters** | Booklet | Written for parents and carers of young children up to the age of six, although most of the information applies to children of all ages. It highlights the benefits of outdoor play and shows how playing outside supports a child’s development. | Barnardos | <http://www.barnardos.ie/assets/files/publications/free/Barnardos_OudoorPlay%20final%20pdf%20for%20web.pdf> |
| **Reflective Practitioner** | Book | This book is looks at the benefits and barriers to reflective practice. How reflective practice helps the individual and the team is also discussed. | Reflective Practice for Early childhood Professionals by Barnardos |  |
| **Introduction to theorists** | Book | Pound gives a snapshot of the theorists required by the component. It puts forward the relevant details in understandable language. It is a very good source of information that learners can rely on. Highscope, forest schools and the various intelligences are also discussed. | How Children Learn: Educational Theories and Approaches - from Comenius the Father of Modern Education to Giants Such as Piaget, Vygotsky and Malaguzzi Practical Pre-School Books; 2nd Revised edition edition (8 July 2014) |  |

**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/> |

**Other Resources:**

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| **Minor Award Name** | Early Childhood Curriculum |
| **Minor Award Code** | **6N1944** |
| **Level** | Level 6 |

**Suggested resources to support delivery:**

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| --- | --- | --- | --- | --- |
| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| **Early Childhood Curriculum** | Book & DVD | Comprehensive and practical textbook presenting an overview of early childhood curriculum, exploring a range of early childhood theorists, their pedagogical principles and how these complement and reinforce the underlying philosophies and themes of Aistear and Síolta | Flood & Hardy | <http://www.gillmacmillan.ie/childcare/childcare/early-childhood-curriculum> |
| **The creative curriculum for preschool** | Book | The Creative Curriculum balances both teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. This research-based preschool curricula applies the latest theory and research on best practices. | Dodge, Colker & Heroman | <http://www.amazon.com/The-Creative-Curriculum-Preschool-4th/dp/1879537435/ref=pd_sim_14_1?ie=UTF8&dpID=51zj8oZxuqL&dpSrc=sims&preST=_AC_UL160_SR126%2C160_&refRID=1HJ2Y3SQDB9N4S1HR2VQ> |
| **Supporting quality 2** | Book | Guidelines for Professional Practice in Early Childhood Services. This book covers areas such as assessing and planning to exploring the various curricula | Barnardos - Geraldine French | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/supporting_quality_3rd_ed._book_2.html> |
| **What is an emergent curriculum** | You tube | Gives an overview of what the emergent curriculum is |  | <https://www.youtube.com/watch?v=XNFYFSa0720> |
| **Understanding**  **Emergent curriculum in practice**   |  | | --- | |  | |  | | Article | The article examines the key features of the emergent curriculum and its benefits | Queensland Curriculum & Assessment | <https://www.qcaa.qld.edu.au/downloads/p_10/qklg_pd_mod3_exa1_emerg_curric.pdf> |
| **The Reggio Emilia Approach to Early Years Education** | Booklet | This booklet describes what the Reggio Approach is and how the Scottish system can learn from the approach | Learning Teaching Scotland | <http://www.educationscotland.gov.uk/images/ReggioAug06_tcm4-393250.pdf> |
| **What is an emergent curriculum** | You tube | Gives an overview of what the emergent curriculum is |  | <https://www.youtube.com/watch?v=XNFYFSa0720> |
| **Understanding**  **Emergent curriculum in practice**   |  | | --- | |  | |  | | Article | The article examines the key features of the emergent curriculum and its benefits | Queensland Curriculum & Assessment | <https://www.qcaa.qld.edu.au/downloads/p_10/qklg_pd_mod3_exa1_emerg_curric.pdf> |
| **What is Montessori**  **Education?** | website | This website gives a good overview of what Montessori is and the key elements of the curriculum |  | <http://www.absorbentminds.co.uk/acatalog/What_is_Montessori_.html> |
| **Anti- bias Education** | Book | This book supports a skilled anti-bias teacher with practical guidance to confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity; most importantly, find tips for helping staff and children respect each other, themselves, and all people. | Louise Derman – Sparks & Julie Olsen Edwards | <http://www.amazon.com/Anti-Education-Young-Children-Ourselves/dp/1928896677/ref=pd_sim_14_1?ie=UTF8&dpID=51ZUE2Nr97L&dpSrc=sims&preST=_AC_UL160_SR124%2C160_&refRID=12CYJJD5N9XW1TDYS4KR> |
| **Anti-bias Curriculum** | You - tube | The video explores bias in society and how an anti-bias curriculum in an Early Years setting | Louise Derman- Sparks | <https://www.youtube.com/watch?v=Tx1HF_rh95c> |
| **Information on Steiner Waldorf Education** | Webpage | Information on the Steiner Waldorf Education | Steiner Waldorf Education | <http://www.steinerwaldorf.org/steiner-education/early-years/introduction/> |
| **Froebel gifts** | You tube | Explains the Froebel gifts |  | <https://www.youtube.com/watch?v=LNBzmCKLNdU> |
| **Early Literacy and Numeracy** | Book | It provides up-to-date theory and research on the critical importance of the development of both literacy and numeracy in early childhood and outlines the links with national documents such as Síolta, Aistear and The Literacy and Numeracy Strategy | Barnardos - Geraldine French | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/early-literacy-and-numeracy-matters.html> |
| **Early Speech and Language Matters** | Book | This book provides up-to-date theory and research in relation to the development of speech, communication and language in early childhood. It examines how this development is the foundation for all later learning. It gives practical guidance to early childhood educators on how they can support early speech, communication and language development, and outlines the links with national documents such as Síolta, Aistear and The Literacy and Numeracy Strategy. | Barnardos - Geraldine French | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/early-speech-and-language-matters.html> |
| **Play, Speak, Read** | Booklet | This booklet gives practical ideas how to support the development of language and literacy throughout early years settings. It also provides checklists for assessing and improving your practice. | Early Childhood Ireland | <https://shop.earlychildhoodireland.ie/eci-publications/28-play-speak-read.html> |
| **Documenting the Curriculum** | Booklet | This booklet provides examples and templates to assist educators in complying with the requirement to 'use' the Aistear and Siolta frameworks in the programme implementation as required for the ECCE scheme the documentation requirements of Regulation 5 of the Child Care (Pre-school Services) (No2) Regulations 2006 | Early Childhood Ireland | <https://shop.earlychildhoodireland.ie/-early-childhood-ireland-resources/80-documenting-the-curriculum.html> |
| **What should children be learning** | You tube video | She discussed the four principles of structural engineering that line up with principles of a good foundation for educating children. She went on to outline the four questions that any curriculum should answer. An important take away from this lecture was that children always learn, not necessarily what you want them to learn | Wonder play conference | <https://www.youtube.com/watch?v=aiZW0jIngc8> |
| **The Intentional Teacher: Choosing the Best Strategies for Young Children’s Learning (Rev. ed.)** | Book | How do preschoolers learn and develop? What are the best ways to support learning in the early years?  The Intentional Teacher guides teachers to balance both child-guided and adult-guided learning experiences that respond to children’s interests and focus on what they need to learn to be successful in school and life. | National Association for the Education of Young Children | <https://www.naeyc.org/store/The-Intentional-Teacher-revised-edition> |
| **Planning, documenting and assessing** | Web page | Information and tools to help you plan, document and assess | National Council for Curriculum and Assessment | <http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Aistear_Toolkit/Planning-and-documenting.html> |
| **Policies – A Practical Guide to developing Childcare Policies** | Book & DVD | The publication supports in the development of childcare policies required for this module i.e. outings policy. On the DVD it also gives examples of other policies that would support the module such as Accident policy, sleeping policy and illnesses policy | Marie Willoughby - Barnardos | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/a-practical-guide-to-developing-childcare-policies-set.html> |
| **Quality Adult-Child Interactions in Early Years Services** | Book | This book aims to support early childhood practitioners to explore current theory and best practice on the central core role of their profession: relationships and interactions, quite simply on ‘being with’ young children. It will guide practitioners in their day-to-day practice and can be used as a tool for continuing professional development. | Barnados | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/quality-adult-child-interactions-in-early-years-services.html> |
| **Training Resource - Supporting Children's Positive Behaviour** | Resource Pack | The pack helps with understanding the theories behind young children’s social interactions and how to handle the more challenging situations that may arise in working with children.The pack provides all of the information and resources needed to provide a training session, including: A PowerPoint Presentation on CD; Comprehensive facilitator’s guidance and notes; Materials needed to facilitate an interactive workshop. | Barnados | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/supporting-childrens-positive-behaviour.html> |
| **Meeting the Challenge: Effective Strategies for Challenging Behaviours in Early Childhood Environments** | Book | This reader-friendly book explains the biological and social sources of aggressive behavior and offers easily understandable ideas and strategies proven to prevent and safely diffuse the most challenging behaviors. Includes ways to empower and observe all children | Barbara Kaiser & Judy Sklar Rasminsky | <https://www.naeyc.org/store/node/238> |
| **Outdoor play matters - The benefit of outdoor play for young children** | Handbook | The handbook highlights the benefits of outdoor play and shows how playing outside supports the child’s development | Barnados | <http://www.barnardos.ie/assets/files/publications/free/Barnardos_OudoorPlay%20final%20pdf%20for%20web.pdf> |
| **Outdoor environments – Garden of possibilities** | DVD | The DVD looks at the use of the garden as a learning tool for children | Early Childhood Ireland | <https://shop.earlychildhoodireland.ie/-early-childhood-ireland-resources/17-garden-of-possibilities-dvd-booklet.html> |
| **Creating an ‘enabling’ environment** | Article | The article lays out how to create an environment that works for children and their learning | Early years learning framework | <http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No13.pdf> |
| **Inside Out – Creating Dynamic Environments** | Booklet & DVD | The DVD presents snapshots of full day, sessional and after school services in action and gives tips on what is important in the environment for children at each stage of learning and development.  It also helps the provider to make links with Síolta and Aistear | BCCN | <http://www.bccn.ie/pages.php?id=23> |
| **Get Ireland Active – promoting physical activity in Ireland** | National Guidelines | These guidelines emphasise the importance of physical activity to the health of all Irish people and outlines the recommendations for physical activity for people of all ages and abilities | Department of Health and children  & HSE | <http://www.getirelandactive.ie/content/wp-content/uploads/2011/12/Get-Ireland-Active-Guidelines-GIA.pdf> |
| **Aistear - Early Childhood Curriculum Framework for children from birth to six years in Ireland** | e-book | Aistear describes the types of learning (dispositions, values and attitudes, skills, knowledge, and understanding) that are important for children in their early years, and offers ideas and suggestions as to how this learning might be nurtured. The Framework also provides guidelines on supporting children’s learning through partnerships with parents, interactions, play, and assessment. | National Council for Curriculum and Assessment (NCCA) | <http://www.ncca.biz/Aistear/> |
| **Pre-school regulations 2006** | Online document | The document outlines Child Care (Pre-School Services) (No 2) Regulations 2006 and Child Care (Pre-School Services) (No 2) (Amendment) Regulations 2006. | Department of Health and Children & HSE | <http://www.dcya.gov.ie/documents/publications/Child_Care_Pre-_School_Services_Regs_2006.pdf> |
| **Siolta** | E-Manual | Síolta, the National Quality Framework for Early Childhood Education in Ireland is designed to define, assess and support the improvement of quality across all aspects of practice in Early Childhood Care and Education (ECCE) settings where children aged birth to six years are present | Síolta was developed by the Centre for Early Childhood Development and Education on behalf of the Department of Education and Skills | <http://siolta.ie/> |
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**Useful Organisations:**

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| **Name** | **Contact Information** |
| Early Childhood Ireland (ECI) | [www.earlychildhoodireland.com](http://www.earlychildhoodireland.com) |
| National Childhood Network (formerly BCCN) | <http://www.ncn.ie/> |
| Barnardos | [www.barnardos.ie](http://www.barnardos.ie) |
| Aistear & Siolta | [www.aistearsiolta.ie](http://www.aistearsiolta.ie) |
| Early Years (NI) | <http://www.early-years.org/> |
| National Association of the education of young children (NAEYC) | [www.naeyc.org](http://www.naeyc.org) |

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| **MOOCs (Massive Online Open Courses)** | |
| Free access to online courses  Search regularly for new courses and new start dates | https://www.mooc-list.com/ |

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**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| Early Childhood Curriculum  Education and Care in the Early Years/Play activities.  Professional Pedagogy for Early Childhood Education  Critically reflect on the contributions of a range of early childhood educational theorists to pedagogical practice. | Documents/  Resource sheet  Book  Booklet/  Brochure  Book | This website provides a wide range of informative documents and resources on early childhood curriculum in Ireland.  The Play Environment  Planning and Evaluating Play Activities  Key Terminology  Particular attention is drawn to Ireland’s national quality and curriculum frameworks Síolta and Aistear as well as the  National Literacy and Numeracy Strategy  Pedagogical Techniques and Strategies  Advancing Learning and Development through Assesssment  This book summarises the finding and ideas of educational theorists and psychologists- famous names such as Montessori and Piaget as well as lesser-known ones such as Dewey and Donaldson.  It also looks at the theory behind different approaches to early years education-Montessori, Steiner, the Italian pre-school of Reggio Emilia, and the early years curriculum in New Zealand | Josephine Donohoe & Frances Gaynor  Linda Pound: How Children Learn | <http://www.curriculumonline.ie/Early-childhood>  <http://www.gillmacmillan.ie/childcare>  <https://www.pobal.ie/Publications/Documents/EOCP%20Professional%20Pedagogy%20for%20Early%20Childhood%20Education.pdf>  <http://www.amazon.co.uk/s/ref=nb_sb_noss_2?url=search-alias%3Daps&field-keywords=Linda%20Pound%3A%20How%20Children%20Learn> |
| Educational Theorists and Psychologists. | Book | This book summarises the ideas of educational theorists and psychologists of the last 60 years, from Elinor Goldschmied to Tina Bruce. It also looks at the important contemporary issues in early years education, from whether boys and girls learn differently to the role of the community in the early years setting. How Children Learn 3: Contemporary Thinking and Theorists is a straight-forward guide to some of the most important and cutting edge ideas in early years education of the last fifty years. This easy-to-read book is designed to save both early years students and professionals time in summarising many of the key theorists.  It advises on how each theory can be put into practice, with examples and provides criticisms of each theorist, plus a list of references to retrieve further information. | Linda Pound: How Children Learn 3 | <http://www.amazon.co.uk/s/ref=nb_sb_noss_2?url=search-alias%3Daps&field-keywords=Linda%20Pound%3A%20How%20Children%20Learn> |
| Educational Theorists and Curriculum Approaches  Indoor/outdoor activities  Literacy and Numeracy  Role of Adult  Do Schools Kill Creativity?  Reflection on Education and Curriculum |  | Comprehensive and practical textbook presenting an overview of early childhood curriculum.  Explores a range of early childhood programme models, their approaches and how to implement them in a range of indoor and outdoor activities.  Details of key early learning Literacy and Numeracy  Presents the role of the adult as critical to the support of the children well-being and belonging through relevant curriculum planning and implementation.  Sir Ken Robinson makes an entertaining and profoundly moving case for creating an education system that nurtures (rather than undermines) creativity.  TEDTalks is a daily video podcast of the best talks and performances from the TED Conference, where the world's leading thinkers and doers are invited to give the talk of their lives in 18 minutes -- including speakers such as Jill Bolte Taylor, Sir Ken Robinson, Hans Rosling, Al Gore and Arthur Benjamin. TED stands for Technology, Entertainment, and Design, and TEDTalks cover these topics as well as science, business, politics and the arts | Eilis Flood & Catriona Hardy:  Sir Ken Robinson | <http://www.gillmacmillan.ie/childcare>    <https://www.youtube.com/watch?v=iG9CE55wbtY>  <https://www.ted.com> |
| Educational theorists and their contributions to pedagogy and early childhood curriculum  Planning  Programmes  Planning for Children  Assessment  Planning | Website  Brochure  Information Handout  Online booklet/  information sheet  Powerpoint  Online | Infed.org specialise in the theory and practice of informal education, social pedagogy, lifelong learning, social action, and community learning and development.  Children’s Early Care and Education  Start Strong is a coalition of organisations and individuals seeking to advance early care and education. Originally formed as the Irish Childcare Policy Network (ICPN) in 2004, they became Start Strong in November 2009. They support the advocacy with research and the analysis of good practice. In particular, they advocate the development of a 10-year national plan to bring early care and education in Ireland up to the highest international standards by 2020.  Tips and advice for practitioners planning programmes in early childhood education.  Introduction to Planning  Planning the Physical Environment  Creating open ended experiences and opportunities for children.  Definitions of assessment  What is assessed?  Purpose of assessment  How can assessments be documented and stored?  A variety of modes and methods of assessment  The Planning Cycle  Good practice when planning  Long-term planning: Routines  Long-term planning: Curriculum  Short-term daily planning in the ECEC setting  Individual Learning Plans (ILPs) | Author (s): Eilis Flood and Catriona Hardy. Published by: Gill and Macmillan  Author (s): Eilis Flood and Catriona Hardy. Published by: Gill and Macmillan | <http://infed.org/mobi/>  <http://www.startstrong.ie/files/Children_2020_Planning_Now_for_the_Future.pdf>  Once in a Lifetime: Early Childhood Care and Education for Children from birth to three. NCRC 2005 - <http://www.barnardos.ie/resources-advice/publications/free-publications/once_in_a_lifetime_early_childhood_care_and_education_.html>  [www.ncac.gov.au](http://www.ncac.gov.au)  <http://www.gillmacmillan.ie/childcare/childcare/early-childhood-curriculum1>  <http://www.learningandteaching.info/teaching/assess_form.htm>  <http://www.gillmacmillan.ie/childcare/childcare/early-childhood-curriculum1> |
| Types, stages, patterns and purposes of play, including a child-led approach to play  Recognising the Uniqueness of every child.  Higher Order Thinking | Website  Online Journal | An introduction to early childhood education, detailing the various approaches to curriculum, theories of play, and the principles and philosophy of Aistear and Síolta in providing for the holistic development of the child.  Written for the Level 5 Early Childhood Education and Play (5N1773) and Approaches to Early Childhood Education (5N1763) modules, as awarded by QQI.  The book:  Outlines the various types, stages, patterns and purposes of play, including a child-led approach to play.  Explores the role of the adult in nurturing and developing the child’s learning experience in the ECCE setting.  Introduces the elements of the ECCE environment, both indoors and outdoors, and their effects on the child’s development.  Describes and evaluates the core concepts, philosophies and programmes of Montessori, Froebel and Steiner’s early childhood education approaches.  Identifies the uniqueness and individuality of children as learners.  Explores range of multiple intelligences.  Skills for 21st Century Teaching: Higher Order Thinking in our Education Settings. | Author(s): Eilis Flood and Catriona Hardy  Published by: Gill and MacMillan | <http://www.gillmacmillan.ie/childcare/childcare/early-childhood-curriculum1>  <http://www.unicef.org/teachers/learner/paths.htm>  <http://www.curriculum.edu.au/leader/teaching_higher_order_thinking,37431.html?issueID=12910> |

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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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**Suggested resources to support delivery:**

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| --- | --- | --- | --- | --- |
| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| Early Childhood Curriculum | Book | Specifically written for QQI Level 6-Comprehensive and practical textbook presenting an overview of early childhood curriculum, exploring a range of early childhood theorists, their pedagogical principles and how these complement and reinforce the underlying philosophies and themes of Aistear and Síolta.- -Presents the role of the adult as critical to the support of child well-being and belonging through relevant curriculum planning and implementation.-Relevant legislation and national practice guidelines included.-Details key early learning themes:-Early Learning Philosophy-Early Learning Environment-Early Learning Literacy and Numeracy-Early learning arts and culture-Presents reflective practice and mentoring as a method of self-evaluation and skills development. | Flood, E & Hardy, C. | <http://www.gillmacmillan.ie/childcare/childcare/early-childhood-curriculum> |
| Play Learning and the early childhood curriculum | Book | This publication describes the ideologies and theories of a range of theorists in relation to play including developing play in the curriculum , a pedagogy of play and assessing children’s learning through play | Woods, E. & Attfield, J. | Sage Publications available atwww.amazon.co.uk |
| Engaging young children a nurturing pedagogy | Book | This book includes the following : dynamics of early learning, from vision to curriculum nurturing pedagogy in practice and creating learning environments. | Hayes, N & Kernan, M. | Gill & MacMillan Dublin |
| Role of the Adult in Early Years Settings | Book | The role of the adult is discussed under the following : critical reflector, carer, communicator, facilitator, observer, assessor and creator | Rose, J & Rogers, S. | McGraw Hill Open University Press [www.amazon.co.uk](http://www.amazon.co.uk) |
| Professional Pedagogy for early childhood education | PDF | Underpinned by Aistear, the**Professional Pedagogy Project** (PPP) provided an in-depth focus on the areas of Early Childhood Play and Curriculum, Planning and Reflective Practice, Assessment for Learning and Transitions.  This tailored programme not only incorporated training, but supported the transference of theory to practice through onsite mentoring and peer knowledge themed cluster sessions. The aim was to scaffold and strengthen pedagogical practice, to enable educators to take ownership of that change and to use self and team reflection to map progress.  Resources produced on the PPP can be downloaded for free | 2012 Donegal County Childcare Committee | <http://www.donegalchildcare.com/ncip/the-professional-pedagogy-project-2/> |
| Supporting Quality Book 2 Guidelines for professional practice in early childhood services | Book | Includes information on Froebel, Dewey, Steiner, Montessori, Reggio Emilia, Highscope and other pedagogical traditions. It also contained information on assessment and planning and supporting learning strategies, the creation of a learning environment and parental and community engagement | French, G | Barnardos Christchurch Dublin |
| Planning Play and The Early Years | Book | This publication covers Play, Planning Early Years curriculum detailed provision for opportunities for all areas of development including language and literacy knowledge and understanding creative development. | Tassoni, P & Hucker, K | Heinemann ChildCare  [www.amazon.co.uk](http://www.amazon.co.uk) |
| Aistear The Early Childhood Curriculum Framework | Manual/Available Online | Essential for all childcare students as it discusses principles and themes relevant to ECEC. Equally discusses the role of the adult in supporting the developmental needs of children and what is age and stage appropriate. In addition it discusses the role of play, partnership with parents, interactions and assessments. | NCCA -National Council for Curriculum and Assessment (2009) | <http://www.ncca.biz/Aistear/>  Hardcopy Available from Government  Publications Dublin |
| Siolta –National Quality Framework for ECE | Handbook/PDF | Siolta: The National Quality Framework for Early Childhood Education; Both principles and standards are relevant to the developmental needs of children and the role of the practitioner in providing for them. | Centre for Early Childhood Development & Education 2006 | Available from Government Publications |
| Regulation 5 - Assessing Early Childhood Services | Booklet | Regulation 5 - Assessing Early Childhood Services. Regulation 5 of the preschool Regulations 2006 is about Health, Welfare and the development of the child and focuses on the curriculum. The criteria for the regulations changed in 2011 so this booklet outlines all the criteria and requirments at present and offers advice on how to meet them. | Early Childhood Ireland | <https://shop.earlychildhoodireland.ie/6-eci-publications> |
| Inventing Kindergarten | Book | Inventing Kindergarten –including essential elements of the Froebel approach to early childhood | Brosterman, N. | Harry Abrams  2002  www.amazon.co.uk |
| Bringing the Steiner Approach to your Early Years Practice | Book | The philosophy of the Steiner approach is described in detail and the essential elements of this curriculum are described including ‘eurythmy’. | Nicol, J. | David Fulton Publishers 2007  www.amazon.co.uk |
| Bringing the Montessori Approach to your Early Years Practice 2nd ed. | Book | A detailed description of the philosophy of the Montessori approach | Isaacs, B. | David Fulton Publishers  www.amazon.co.uk |
| Bringing the Reggio Approach to your Early Years Practice 2nd ed. | Book | A detailed description on the philosophy of the Reggio Emilia approach including the use of the emergent curriculum and the environment as the ‘third teacher’. | Thornton, L. & Brunton, P | David Fulton 2010  www.amazon.co.uk |
| Bringing the Highscope Approach to your Early Years Practice 2nd ed. | Book | A detailed description of the Highscope Curriculum incorporating all elements from Plan do review to the essential role of the adult | Holt, N. | David Fulton Publishers  2010  www.amazon.co.uk |
| Early Childhood Curriculum Models | PDF | Early Childhood Curriculum Models Why What and How Programs Use them. An overview of a range of curriculum models in early childhood education. | Trister, D | <https://www.childcareexchange.com/library/5015571.pdf> |
| Quality Childcare & Lifelong Learning | PDF | Quality childcare & lifelong learning Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector | DJELR 2002 | <http://www.justice.ie/en/JELR/modelframework.pdf/Files/modelframework.pdf> |
| Play Speak Read | Booklet | Literacy development-early childhood educators are required to improve their practice in supporting **oral language and literacy skills** for young children. This booklet meets requirements of L & N strategy through everyday play and stories.  It (i) helps to explain what you already do with children to develop their language and literacy, (ii) offers ideas for further developing practice and (iii) provides checklists for assessing and improving practice | Early Childhood ireland | <https://shop.earlychildhoodireland.ie/6-eci-publications> |
| Parental Involvement; A handbook for childcare providers | Booklet | Parental Involvement; A handbook for childcare providers 2006 | Barnardo’s | Barnardo’s National Children’s Resource Centre  2006 |
| Assessment in Early Childhood Settings | Book | Assessment in Early Childhood Settings: Learning Stories | Carr, M | Paul Chapman Publishing  2001  www.amazon.co.uk |
| *Children’s early learning and development* | Research Paper | *Children’s early learning and development, Aistear: The Early Childhood Curriculum Framework, Research paper.* Dublin: NCCA | French, G. (2007), | <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> |
| *Supporting early learning and development through formative assessment,* | Research Paper, | *Supporting early learning and development through formative assessment, Aistear: The Early Childhood Curriculum Framework, Research paper. Dubliin NCCA* | Dunphy, E. (2008), | <http://www.ncca.ie/earlylearning>**.** |
| Relationship between education and care in early childhood | Research Paper | *Perspectives on the relationship between education and care in early childhood, Aistear: The Early Childhood Curriculum Framework, Research paper.* Dublin: NCCA, http://www.ncca.ie/earlylearning | Hayes, N. (2007), | <http://www.ncca.ie/earlylearning>**.** |
| *Play as a context for Early Learning and Development,* | Research Paper | *Play as a context for Early Learning and Development, Aistear: The Early Childhood Curriculum Framework, Research paper.* Dublin: NCCA, http://www.ncca.ie/earlylearning | Kernan, M. (2007), | <http://www.ncca.ie/earlylearning>**.** |
| Guide to play, learning environment, assessment/curriculum planning and interactions | PDF | What? Why? How? Guide to Play and the Learning Environment  What? Why? How? Guide to Assessment and Curriculum Planning in Practice  What? Why? How? Guide to Interactions | Kildare Co Childcare Committee | <http://www.kccc.ie/Quality/KCCC-Quality-Outreach-Programme> |
| Child Care Pre School Regulations 2006 | PDF/Hard Copy | Child Care (Pre-School Services) (No 2) Regulations 2006 and Child Care (Pre-School Services) (No 2) (Amendment) Regulations 2006. | Published by the Stationery Office, Dublin | <http://www.dcya.gov.ie/documents/publications/Child_Care_Pre-_School_Services_Regs_2006.pdf>  Available in hard copy form Stationary Office Dublin |
| National Standard for preschool services  2010 | PDF | These guidelines are linked to regulations and are considered to be best practice in relation to providing for the development and learning of the child | Government | Available online  <http://www.tusla.ie/uploads/content/natstandards_preschool.pdf> |
| Aistear/Siolta Practice Guide | Online | The Aistear Síolta Practice Guide is intended to help you in your role as curriculum developer to build, reflect on and extend your curriculum to support babies’, toddlers’ and young children’s early learning and development. Six interconnected Curriculum Pillars: 1. Building Partnerships with Parents 2. Creating and Using the Learning Environment 3. Learning through Play 4. Nurturing and Extending Interactions 5. Planning and Assessing using Aistear’s Themes 6. Supporting Transitions. This document gives an overview of the pillar, Planning and Assessing using Aistear’s Themes. | NCCA 2015 | <http://www.ncca.ie/en/Practice-Guide/Planning-and-Assessing-using-Aistears-Themes/> |
| Donegal County Childcare Committee | Online | A range of publications and downloadable resources in relation to best practice in early childhood settings | DCCC | <http://www.donegalchildcare.com/dccc-publications/> |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| National Council for Curriculum & Assessment | [www.ncca.ie](http://www.ncca.ie) |
| Barnardos National Children’s resource centre | [www.barnardos.ie](http://www.barnardos.ie) |
| National Childhood Network | www.ncn.ie |
| Early Childhood Ireland | https://www.**earlychildhoodireland**.ie/ |

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