

MODULE SPECIFICATION

Module Title:	Reflecting on Practice	Level:	4	Credit Value:	20
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Module code:	EDC429D	Is this a new module?	Yes	Code of module being replaced:	NA
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Cost Centre:	GAEC	JACS3 code:	X310
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Trimester(s) in which to be offered:	1, 2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Liz Sheen
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Scheduled learning and teaching hours	30 hrs
Guided independent study	140 hrs
Placement	30 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
FdA Early Childhood Practice (Early Years Practitioner)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval August 16

APSC approval of modification -

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

This module aims to develop knowledge and understanding of the role of reflection in early childhood practice. It supports the practitioner to explore personal beliefs and values and how this will impact on the learning and practice of themselves and others. It will consider professional development frameworks as a means to develop competence in their own role and to facilitate and reflect on the role of others.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Demonstrate knowledge and understanding of the principles of reflective practice within early childhood practice.	KS6	
2	Understand the role of professional development frameworks and how they impact upon personal learning and practice of self and others.	KS1	KS2
		KS4	KS5
		KS7	KS9
3	Explore how personal beliefs, values, experiences and background impact upon the role of the early childhood practitioner.	KS2	KS7
		KS8	KS9
4	Demonstrate an understanding of how work procedures and evidence based practice can support the practitioner to evaluate their own role and facilitate the role of others.	KS1	KS2
		KS3	KS4
		KS8	KS9

Transferable/key skills and other attributes

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection

- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation
- Critical thinking

Derogations

All modules must be attempted and individual components of the assessment must be passed, there is no compensation between elements.

Assessment:

1. Reflective Practice – students will demonstrate the link between theoretical frameworks and practical application.
2. Professional Portfolio – practice competencies associated with module

Guidance: Please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Reflective Practice	100%		1,500
2	1,2,3,4	Portfolio	pass/refer		

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to

interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. What is reflective practice and how can it be used in early childhood practice to support self and others?
2. How can knowledge of professional development frameworks be used to support personal learning and the learning of others?
3. How do personal beliefs, values, background and experiences impact on the role of the practitioner?
4. What are the work-based procedures and practices that can impact on how a practitioner manages their own personal development and facilitates the personal development of others.

In exploring these questions this module will consider:

- The importance of reflective practice within early childhood
- Professional development frameworks
- Understanding and facilitating the personal development of others.
- The role of personal experience of learning.
- Work-based procedures, practices, responsibilities and competence as factors which influence the development of the self and others.

The following National Occupational Standards influence the content of this module:

Unit	Area of Knowledge
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Core	K8, K9, K10, K11, K28, K29, K30
SCDCCLD 0412	K61, K63, K64
SCDCCLD 0417	K56, K58, K60, K61
SCH 32	K1-5

Bibliography:

Essential reading

Brock, A. (2014), *The Early Years Reflective Practice Handbook*. London: Routledge.

Hallet, E. (2012), *The Reflective Early Years Practitioner*. London: Sage.

Hayes, C., Daly, J., Duncan, M., Gill, R., Whitehouse, A. (2014), *Developing as a Reflective Early Years Professional*. Northwich. Critical Publishing.

Other indicative reading

Arnold, C. (2012), *Improving your Reflective Practice through Stories of Practitioner Research (Pen Green Book for Early Years Educators)*. London: Routledge.

Bolton, G. (2014), *Reflective Practice: Writing and Professional Development*. Fourth Edition. London: Sage Publications Ltd.

Brookfield, S. (1995), *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.

Dye, V. (2011), 'Reflection, reflection, reflection, I'm thinking all the time, why do I need a theory or model of reflection?' in McGregor, D. and Cartwright, L., *Developing Reflective Practice*, pp.217-234. Maidenhead: Open University Press.

Ghaye, T. (2011), *Teaching and Learning Through Reflective Practice: A Practical Guide for Positive Action*. London: Routledge.

Gibbs, G. (1988), *Learning by doing: a guide to teaching and learning methods*. Oxford: Further Education Unit.

Kolb, D. (1983), *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Lindon, J. and Trodd, L. (2016), *Reflective Practice and Early Years Professionalism*. Third Edition. London: Hodder Education.

McGregor, D. and Cartwright, L. (2011), *Developing Reflective Practice*. Maidenhead: Open University Press.

Moon, J. (2004), *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London: Routledge.

Paige-Smith, A., & Craft, A. (2011), *Developing Reflective Practice in the Early Years*. Maidenhead: Open University Press.

Reed, M. and Canning, N. (2009), *Reflective Practice in the Early Years*. London: Sage Publications Ltd.

Rose, J. (2012), *The Role of the Adult in Early Years Settings*. Maidenhead: Open University Press.

Schon, D.A. (1983), *The Reflective Practitioner - How Professionals Think in Action*. London: Maurice Temple Smith.

Journals

Children and Society

Critical and Reflective Practice in Education.

Early Child Development and Care

Early Childhood Education Journal

Early Childhood Research and Practice

Early Years: Journal of International Research and Development

International Journal of Early years Education

Websites

Pen Green

<http://research.pengreen.org/>

NCB

<http://www.ncb.org.uk/>