

INTRODUCTION TO MODULE

Learning for Children and Young
People

BMHP5011



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Brief Overview

Duration

27th January to 15th May 2020

20 Credits



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Level of Study : 5

- Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems.
- It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters.
- It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.



Aims of Module

- To examine developments in learning and education, including historical, current and international perspectives.



Learning Outcomes

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Prepare and evaluate a planned learning opportunity for children and/or young people, justifying the rationale for the specified activity or experience.
2. Examine and evaluate current developments within regional learning frameworks taking into consideration relevant theories and international perspectives.



Lesson Content

- This module is designed to develop students' awareness and understanding of:
- The meaning of “Curriculum” from a historical, regional and international perspective.
- A range of contemporary theories and approaches to learning and the curriculum.
- Influences on learning and the principles of the early years and National Curriculum.



Lesson Content

- Factors influencing the facilitation of positive learning experiences in a range of environments.
- Factors which support and hinder learning.
- The principles of the planning of learning experiences for a range of settings. Methods of assessment of learning.

Assessments

Assessment Component 1 – 50%

Activity Plan 2500 Words

Outcome 1

Students will be required to prepare and evaluate a planned learning opportunity for children and/or young people, justifying the rationale for the specified activity or experience.



Assessments

Assessment Component 2 – 50%

Critical Essay 2500 Words

Outcome 2 Students will be required to produce an essay which examines and evaluates current developments within regional learning frameworks, taking into consideration relevant theories and international perspectives.



Deadline Dates

Assignment 1 Submission

Friday 1st May 2020.

Draft Tutorial Week

23rd March to 27th 2020

Assignment 2 Submission

Friday 15th May 2020

Draft Tutorial Week

27th April to 1st May 2020



Student Task

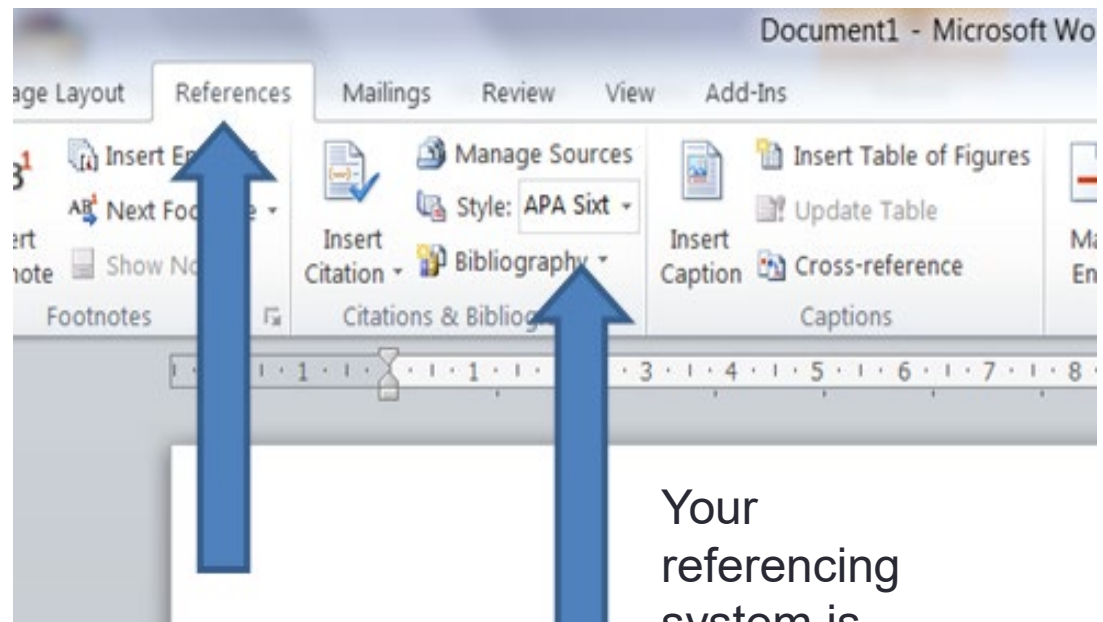
- Find out about how learning activities and experiences are planned at your setting.
- How are long, medium and short term plans decided and recorded?
- How are individual activity/experiences planned and recorded?
- How are plans for children with additional needs recorded?
- Bring your notes about the above and examples of plans from your setting to the next session for discussion.

Student Task

- Find out what curriculum or learning philosophy is followed at your setting in order to plan the learning for children and young people e.g. Foundation Phase, National Curriculum (which Key Stage), Montessori, Steiner Waldorf etc.

Referencing

- Makes up at least 20% of your grade
- Best to input manually
- You can utilise word referencing



Your
referencing
system is
HARVARD
2008



Reading Lists

Essential

- Johnston, J. & Halocha, J. (2010) Early Childhood and Primary Education: Readings and Reflections. Maidenhead: Open University.
- Pound, L. (2011) Influencing Early Childhood Education. Maidenhead: Open University.



Reading Lists

Background

- Gray, C & Macblain, S (2012) Learning Theories in Childhood. London: Sage
- Rodger, R. (2012) Planning an Appropriate Curriculum in the Early Years: A guide for early years practitioners and leaders, students and parents. Third Edition. Abingdon: Routledge



Journals and Websites

- **Journals:**

- 5-7 years
- Children and young People Now
- Early Years Educator
- Education 3-13
- Teaching Today

- **Useful Websites:**

- www.education.gov.uk
- www.nfer.ac.uk/
- www.forestschoollwales.org.uk
- www.standards.dfes.gov.uk/eyfs
- <http://wales.gov.uk>



Reading Lists

- Always check your handbook for reading lists
- Additional reading and links will also be found on your Moodle page (more about this below)
- You can use campus libraries in this building (Swansea Business School), Townhill, Mount Pleasant, Carmarthen, or even Lampeter
- Libraries will order in books from other campuses or may buy them in for you
- **DON'T BE AFRAID TO REQUEST WHAT YOU NEED**



Q&A

- Any Questions?



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