



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

ECDE7007/C

Foundation Phase and Early Childhood:
Critical perspectives

Doctorate in Education (Ed D)

LEVEL 7

Yr Athrofa: Institute of Education

2018-2019

Module Team

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We hope that you will enjoy the module and are here to help. You should:

- Make good use of the University facilities and resources
- Attend, prepare and participate in sessions
- Be self-directed and more independent learners
- Manage your time and work to meet assignment deadlines

It is your responsibility to read the University Regulations for Students, especially for regulations relating to assignments. These are available on MyDay.

All written assignments, apart from examination papers must be submitted electronically via TURNITIN.

Module Aims and Outcomes

AIM(S)

- To critically consider the historical development of the Foundation Phase curriculum in Wales in the light of current discourses surrounding early years learning and education.
- To critically evaluate the position of the child as a learner within pedagogic practices associated with the Foundation Phase and early childhood learning;
- To deconstruct the various roles the adult plays within Foundation Phase practice and within the learning processes of young children in order to inform developments in early years pedagogic practice.

LEARNING OUTCOMES

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

- Explain and critically analyse the tensions inherent in the development of the Foundation Phase and demonstrate how these are implicated in subsequent evaluations of the policy initiative.
- Deconstruct episodes of Foundation Phase practice and/or early childhood provision to articulate the role of the adult and the view of the learning child evident therein.
- Critically engage with international literature concerning early years learning and education.
- Articulate and justify the improvements required to pedagogic practice in specific early learning arenas.

Session Details

Note: you will be expected to undertake pre-reading and preparation before each session. You will be advised of this material at least a week, and usually a fortnight, in advance via moodle.

Session	Focus and outcome
Preparation: Day 1 pre-reading • Historic overview of the FP • Evaluation of the FP	In advance of Day 1: Read the following: • The Foundation Phase (revised 2015) • WISERD policy-logic model for the Foundation Phase • Stocktake of the Foundation Phase You may wish to read: • WJE article: the Foundation Phase – time to grow up <i>NOTE: Please do not distribute this material in any way.</i> Consider: • Is the Foundation Phase in good health? • How do you know? Prepare: • One question, or idea, about the FP about which you want to instigate discussion with your peers.
13-10-18 Face to face day 9.30am – 3.30pm	Key questions: 1. How does the young child learn and what should the adult do to support this process? 2. How do we conceptualise competence? How does this shape our decisions?
25-10-18 Webinar 5-7pm	Key questions: 1. What are the characteristics of high quality in ECEC? 2. What assumptions about the learning child underpin these?
08-11-18 Webinar 5-7pm	Key questions: 3. What is 'play' in ECEC settings?

	4. What is the adult role in children's play in ECEC? Why?
15-11-18 Tutorials bookable 5-7pm	Assessment / Presentation support
22-11-18 Webinar/Contribution to Athrofa research day 5-7pm	Symposium as part of Athrofa research day Key questions: 5. How, and against what standard, do you currently assess young children's learning? Why? 6. What models of competency underpin this assessment?
08-12-18 Face to face day 9.30am – 3.30pm	Key questions: 7. Does affordance theory help us understand the spaces in which we act? 8. What is the 'well' child? 9. How do we conceptualise well-being? Are there other ways in which well-being can be conceptualised? 10. What conceptualisation(s) of wellbeing are implicit in Successful futures/ WBFGA/ FP? Peer review draft presentations for assessment component 2
13-12-18 Tutorials bookable 5-7pm	Assessment support

Assessment:

Assessment Component 1 – 25%

Critical and concise written response to a provocative statement in the form of a practice-oriented article (1800 words).

'The Foundation Phase has led to a 'laissez faire' approach to early years pedagogy in Wales'. Critically consider this statement and provide a written response in the form of an 1800 word article intended for a practice audience.

Assessment Component 2 – 75%

Presentation (8 minutes, 25%) and associated academic report (4000 words, 50%)

The student is to choose ONE of the following options. In order to choose option 1 the student should be working in, or have regular access to, a Foundation Phase or early years setting.

Either:

Identify a specific area of ECEC provision as your focus. Design and critically justify an intervention to improve practice in a Foundation Phase or an early childhood setting. You should critically consider and justify the notions of 'quality' and 'improvement' implicit in your work.

Present your work as an 8 minute conference presentation with an associated academic report of 4000 words. The academic report should include a critically considered justification for your chosen intervention.

Or:

Critically consider the implications of the Wellbeing of Future Generations Act for pedagogical strategies enacted in the Foundation Phase or in early childhood provision generally. You should demonstrate a critical understanding of the conceptualisations of wellbeing and early learning that underpin your response.

Present your response as an 8 minute conference presentation with an associated academic report of 4000 words. The academic report should include a critically considered justification for your focus on specific pedagogical strategies. Note that the term 'pedagogical' includes processes of assessment and reporting as well as provision.

Key Reading**Essential:**

Read articles in the journals:

Early childhood education
European early childhood education research journal
International journal of early childhood education research.
Early education
Asia-pacific journal of research in early childhood education
Early childhood research and practice: ECRP

Recommended:

There is a host of books focussed on early years theory, provision and practice available from the library and all of them will be of some interest. The below are just a few of these titles, and generally cover the range of the module.

Archer, C. & Siraj, I. (2014) *Encouraging Physical Development Through Movement-Play*. London: SAGE.

Athey, C. (2007) *Extending Thought in Young Children: a parent teacher partnership*. 2nd edn. London: Paul Chapman Publishing

Dahlberg, Gunilla and Moss, Peter. (2005) *Ethics and politics in early childhood*. Oxon: Routledge

Ecclestone, K. and Hayes, D. (2009) *The Dangerous Rise of Therapeutic Education*. Oxon: Routledge.

Garvis, S. and Lemon, N. (eds) (2016) *Understanding Digital Technologies and Young Children: An international perspective*. Oxon: Routledge.

MacNaughton, Glenda. (2005) *Doing Foucault in early childhood studies: applying post-structural ideas*. Oxon: Routledge

Mukherji, P. & Albon, D. (2014) *Research Methods in Early Childhood: An Introductory Guide*. 2nd edn. London: SAGE.

Nutbrown, C. and Clough, P. (2014) *Early Childhood Education: history, philosophy and experience*. 2nd edn. London: SAGE.

Penn, Helen. (2005) *Unequal childhoods: young children's lives in poor countries*. Oxon: Routledge

Pramling-Samuelson, I. and Fler, M. (eds) (2009) *Play and Learning in Early Childhood Settings: International Perspectives*. Springer

Pugh, G. and Duffy, B. (2014) *Contemporary Issues in the Early Years*. London: SAGE.

Rogers, S. (ed.) (2011) *Rethinking Play and Pedagogy in Early Childhood Education*. Oxon: Routledge.

Rose, J., Gilbert, L. and Richards, L.V. (2015) *Health and Well-being in Early Childhood*. London: SAGE.

Siraj, I., Kingston, D., and Melhuish, E. (2015) *Assessing quality in early childhood education and care: Sustained shared thinking and emotional well-being (SSTEWS) scale for 2-5-year-olds provision*. IOE Press

Waters, J. and Payler, J. (eds) (2015) The Professional Development of Early Years Educators. *Special Issue: Professional Development in Education* 41 (2) 159-432. Oxon: Routledge

Wood, E. (2013) *Play, Learning and the Early Childhood Curriculum*. 3rd Edn. London: SAGE.