

Module specification

1. Factual information			
Module title	NC4204: Learning, Development and Pedagogical Theory		
Module tutor	Lucy Krebs	Level	4
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 notional hours, made up of: Lectures: 20 hours Workshops: 3 hours Guest speakers: 2 hours Group Tutorials: 1 hour Independent study: 174 hours		
2. Rationale for the module and its links with other modules			
<p>Understanding the importance of how children learn and develop, along with how this is linked to theory, is core to a nanny's work and the Early Childhood Studies benchmark statements. In order to provide appropriate play opportunities, students must firstly understand child development and the theory that frames it. This module will underpin the student's understanding of child development and theory, an essential skill for working with young children and babies. It will also provide a foundation of child development and learning theories alongside pedagogical philosophies which will then be built upon in NC5204 Play: Exploring and Inventing at level 5.</p>			
3. Aims of the module			
<p>Children's minds work in mysterious ways, and many have sought to explain how they learn and how best adults can support them to do so. This module will explore the core theories of learning from the classical to the contemporary, as well as the pedagogical practices adults might employ to provide the very best early years environments to support those developing brains. These ideas will be used to rationalise and critique resources and get students thinking about the theories and pedagogies that most align with their professional values and practice.</p>			
4. Pre-requisite modules or specified entry requirements			
None.			



5. Is the module compensatable?
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No.

6. Learning, teaching and assessment strategy for the module

Face-to-face teaching

Seminars

Group work

Research-based tasks

Video analysis



7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Demonstrate an awareness of the influence of different pedagogies on practice.
2. Analyse theoretical perspectives to explain developmental trajectories in the earliest years.
3. Reflect upon what informs our care and education of babies and young children.
4. Justify how the enabling environment promotes babies and young children’s brains

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1	B1	C1	D1; D2

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

- Week 1:
- Week 2:
- Week 3:
- Week 4:
- Week 5:
- Week 6:
- Week 7:
- Week 8:

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf>.

9. Assessment

Assessment rationale

Students will be given the opportunity to create a resource that can be used later in their practice. They will need to explain how their resource can be used and the purpose of this with relation to child development theory. This will give the students the opportunity to demonstrate the core practices which they will be carrying out as part of their daily work and show link to theoretical perspectives and practical planning for children. Students may use presentation slides or other props and will need to submit their presentation notes and reference list.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<p><i>Presentation:</i> Individual presentation of a resource (physical or digital) that can support children's learning and development</p> <ul style="list-style-type: none"> - 10 minutes (1000 word equivalent) - Presentation notes (500 word equivalent) - Reference list 	100%	T2, Week 8	%	All

10. Teaching staff associated with the module

Name and contact details

Lucy Krebs lucy.krebs@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Bradbury, A. and Swailes, R.	2022	<i>Early Childhood Theories Today</i>	Los Angeles	Learning Matters
Bruce, T., Elfer, P., Powell, S., and Werth, L.	2019	<i>The Routledge International Handbook of Froebel and Early Childhood Practice: Re-articulating Research and Policy</i>	Abingdon	Routledge
Department for Education	2021	Department for Education (2021) <i>Development matters: non-statutory curriculum guidance for the early years foundation stage</i> . Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf (Accessed: 6 April 2023).	DfE	Crown Publications
Department for Education	2021	<i>Statutory framework for the early years foundation stage</i> . Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf (Accessed: 6 April 2023).	DfE	Crown Publications
Early Years Coalition	2021	<i>Birth to 5 matters: non-statutory guidance for the Early Years Foundation Stage</i> . Available at: https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf (Accessed: 6 April 2023).	St Albans	Early Education

11. Core reading list				
Author	Year	Title	Location	Publisher
Longstaffe, M.	2020	<i>Provocations for Learning in Early Years Settings: A Practical Guide</i>	London	Jessica Kingsley Publishers
MacBlain, S.	2022	<i>Learning Theories for Early Years Practice</i>	Los Angeles	Sage
Papatheodorou, T. and Moyles, J. R.	2009	<i>Learning Together in the Early Years: Exploring Relational Pedagogy</i>	Abingdon	Routledge

12. Other indicative text (e.g., websites)
<p>Bronfenbrenner, U. (1979). <i>The Ecology of Human Development</i>. London: Harvard University Press</p> <p>Donaldson, M. (1978). <i>Children’s Minds</i>. London: Harper Perennial</p> <p>Harwood, D., Huang, M. and Somma, M. (2022). “We’re Trying to Find Cool Things in the Forest” – Exploring Children’s Curiosity and Creativity in the Outdoors.’ <i>International Electronic Journal of Elementary Education</i> Vol. 15 p.33-42.</p> <p>Lillard, A. S. (2017). <i>Montessori: The Science Behind the Genius</i>. New York: Oxford University Press</p> <p>Malaguzzi, L. (1993). Your Image of the Child: Where Teaching Begins [Seminar] Reggio Emilia. June 1993</p> <p>Robinson, K. (2010). Changing Education Paradigms. Available at: https://www.ted.com/talks/ken_robinson_changing_education_paradigms [Accessed: 06/04/23]</p> <p>Vygotsky, L.S. (1978). <i>Mind in society: The Development of Higher Psychological Processes</i>. London: Harvard University Press</p> <p>Wood, D., Bruner, J. S. and Ross, G. (1976). ‘The Role of Tutoring in Problem Solving.’ <i>Journal of Psychology and Psychiatry and Allied Disciplines</i> Vol.17 pp. 89-100</p>

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13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 1	Amendment made so that module is taught over both trimester 1 and 2 rather than just trimester 2. No change in overall number of teaching hours.	19/06/2024



Document Control Information	
Policy Title:	NC4204 Module specification
Version number:	V3.1/RD/20-06-24
Owner:	Head of Learning, Teaching & Research
Approving Body:	Academic Board
Related Norland Documents:	N/A
Date of approval:	4 th September 2023
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	August 2024