

Module specification

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | Evolving Childhood Perspectives: Focus on Supporting Behaviour, Food and Nutrition, Sleep Hygiene and Home-based Pedagogy and Care | | |
| Module tutor | Viki Bennett Kane/Dr Alex Morfaki | Level | 7 |
| Module type | Taught | Credit value | 30 |
| Mode of delivery | 100% online | | |
| Notional learning hours | 300 hours Contact hours (comprising online asynchronous recorded sessions and tasks): 30 hours Face to face (online supervision and tutorials): 2 hours Guided independent study hours (including hours for assessment preparation): 268 hours | | |

| 2. Rationale for the module and its links with other modules |
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| <p>Developments in the areas of supporting behaviour, food and nutrition, sleep hygiene and home-based pedagogy and care have contributed to understanding children’s holistic wellbeing and have significant implications for learning and development, policy and practice. However, it is widely accepted that misinformation and conflicting advice in these areas make for a confusing landscape for parents and practitioners. Countering this, advances in neuroscience have enhanced our understanding of brain development and explored the impact of the aforementioned areas on children’s physiological and psychological growth and progress. Concurrently, national and international research has acknowledged the contribution of early childhood experiences in shaping children’s well-being and capacity to learn. and early childhood curricula have emphasised parental partnerships and the active role children have in their learning. Alongside this, global political, economic and ideological movements have reconceptualised childhood and parental roles, and although curricula and policy initiatives aim to promote development and provide guidance, they can serve to perpetuate systemic inequalities and exacerbate disadvantage and confusion. This module will challenge established notions of childhood and examine contemporary issues related to the specialist strands against the background of cultural, historical and political developments and through the lens of multidisciplinary theoretical frameworks.</p> |

| 3. Aims of the module |
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| <p>This module will explore the ethical and practical dilemmas educators and early years practitioners might encounter when supporting babies, children and families. Students will investigate contemporary</p> |

3. Aims of the module

topics related to the four specialist strands and explore the position of the child and families within societal and cultural contexts. They will interrogate issues surrounding intersectionality, inequity and disadvantage and consider emancipatory approaches and practices. Students' reflections should consider resolutions and approaches that promote relational pedagogy - a counter discourse focused on the complex web of care and interdependence between individuals and communities.

4. Prerequisite modules or specified entry requirements

N/A

5. Is the module compensatable?

No

6. Learning, teaching and assessment strategy for the module

Online teaching
Study planners
Interactive work
Independent research work
Research-based tasks
Video analysis
Podcast analysis
Analysis of case studies
Reflective diaries
Discussion fora
Tutorials

7. Intended learning outcomes

At the end of the module, learners will be expected to:

1. Critically investigate contemporary national and international issues related to their specialism through systematic engagement with innovative and cutting-edge research.
2. Effectively communicate their synthesised findings to challenge and interrogate complex contemporary issues in early childhood education and care (ECEC).
3. Apply and synthesise theoretical concepts that position the view of the child and the role of families within societal and cultural contexts.
4. Critically reflect on findings to formulate solution-focused approaches that aim to promote children's agency and enhance well-being and development.

A. Knowledge and understanding

B: Cognitive skills

C: Practical and professional skills

D: Key transferable skills

A1

B2, B3

C3

D3

8. Indicative content

Specialist strands: Current developments and challenges: supporting behaviour, food and nutrition, sleep hygiene and home-based pedagogy and care

Conceptualisations of childhood: social, historical and cultural perspectives

Global childhoods: discourses and ideologies

Children and families: voices and representation

Inequality and disadvantage

Neuroscience of child development

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| 8. Indicative content |
| Established and emerging ECEC theories Loving and relational pedagogy, pedagogy of listening |

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| 9. Assessment | | | | |
| Assessment rationale | | | | |
| <p>The assignment will be based on a topic selected by the student and focused on one of the specialist strands. They will be expected to collate and present a range of perspectives informed by current national and international research studies and recent developments in the early childhood field. The assessment will be sequential and comprise two critical narrative reflection components:</p> <ul style="list-style-type: none"> • Critical Reflection 1: oral. This will interrogate a current topic utilising a systematic overview of research studies. • Critical Reflection 2: written. This will focus on the application of theoretical frameworks to interrogate preconceived and established notions and propose solutions that empower families, are attuned to children’s perspectives and promote holistic development. | | | | |
| Assessment task | Weighting | Week submitted | Grading (pass/fail/%) | Module learning outcomes the assessment task maps to |
| Critical Reflection 1 (oral) - 15-minute duration | 50% | TBC | % | LO1, LO2 |
| Critical Reflection 2 (written) - 2,500 words | 50% | TBC | % | LO3, LO4 |

| 10. Teaching staff associated with the module |
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| Name and contact details |
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| 11. Core reading list | | | | |
|-------------------------------------|------|---|---|----------------|
| Author | Year | Title | Publisher | Location |
| Gentle, L., Linney, C. and Rose, J. | 2024 | 'Sleep interventions for infants under two years old: a PRISMA-informed scoping review' | <i>Norland Educare Research Journal</i> , 2(1), article number 7. Available at: https://doi.org/10.60512/repository.norland.ac.uk.00000032 | |
| Gilbert, L., Gus, L. and Rose, J. | 2021 | <i>Emotion Coaching with Children and Young People in Schools: Promoting Positive Behaviour, Wellbeing and Resilience</i> | Routledge | London |
| More, J. | 2021 | <i>Infant, Child and Adolescent Nutrition: A Practical Handbook. nd ed.</i> | CRC Press/Routledge | London |
| Papatheodorou, T. | 2024 | 'Editorial – Revisioning and reforming educare in the 21st century: the synergetic confluence of professional innovative practices and scientific evidence' | <i>Norland Educare Research Journal</i> , 2(1), article number 2. Available at: https://doi.org/10.60512/repository.norland.ac.uk.00000031 | |
| Roberts-Holmes, G. and Moss, P. | 2021 | <i>Neoliberalism and Early Childhood Education:</i> | Routledge | United Kingdom |

| 11. Core reading list | | | | |
|-----------------------|------|---|-----------|----------|
| Author | Year | Title | Publisher | Location |
| | | <i>Markets, Imaginaries and Governance.</i> | | |

| 12. Other indicative text (e.g., websites) |
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| <p>Conkbayir, M. (2021) <i>Early childhood and neuroscience: theory, research and implications for practice</i>. 2nd edn. London: Bloomsbury Academic.</p> <p>Grimmer, T. (2024) 'Is there a place for love in an early childhood setting?', <i>Early Years</i>, 44 (3–4), pp. 525–538.</p> <p>James, A. and Prout, A. (eds) (2015) <i>Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood</i>. 3rd edn. London: Routledge.</p> <p>Langford, R. and Richardson, B. (eds) (2023) <i>The Early Childhood Educator: critical conversations in feminist theories</i>. London: Bloomsbury.</p> <p>More, J. (2021) <i>Infant, Child and Adolescent Nutrition: A Practical Handbook</i>. 2nd edn. London: CRC Press/Routledge.</p> <p>Moss, P. (2014) <i>Transformative change and real utopias in early childhood education: a story of democracy, experimentation and potentiality</i>. London: Routledge.</p> <p>Neilsen-Hewett, C., Lindsay, G., Warren, J., Tonge, K. and Cronin, L. (2022) 'Early childhood leadership: Risk and protective factors during the COVID-19 pandemic', <i>Australasian Journal of Early Childhood</i>, 47(3), pp. 219–232.</p> <p>Riddle, S. and Hickey, A. (2023) 'Reclaiming relationality in education policy: towards a more authentic relational pedagogy', <i>Critical Studies in Education</i>, 64(3), pp. 267–282.</p> <p>Robinson, K. H. and Jones-Diaz, C. (2016) <i>Diversity and difference in childhood: issues for theory and practice</i>. 2nd edn. London: Open University Press.</p> |

Rosati, A. and Lynch, J. (2023) 'Professional Learning on the Neuroscience of Challenging Behavior: Effects on Early Childhood Educators' Beliefs and Practices', *Early Childhood Education Journal*, 51(2), pp. 235–245.

Rose, J., McGuire-Snieckus, R. and Gilbert, L. (2015) 'Emotion Coaching - a strategy for promoting behavioural self-regulation in children/young people in schools: A pilot study', *The European Journal of Social & Behavioural Sciences*, 13(2), pp. 130-157.

Rose, J., McGuire-Snieckus, R., Gilbert, L. and McInnes, K. (2019) 'Attachment Aware Schools: the impact of a targeted and collaborative intervention', *Pastoral Care in Education*, 37(2), p. 162–184.

Simard, V., Chevalier, V. and Bédard, M. (2017) 'Sleep and attachment in early childhood: a series of meta-analyses', *Attachment & Human Development*, 19(3), pp. 298-321. Available at: <https://doi.org/10.1080/14616734.2017.1293703>.

Vandenbroeck, M., De Vos, J., Fias, W., Olsson, L. M., Penn, H., Wastell, D. and White, S. (2017) *Constructions of neuroscience in early childhood education*. Routledge.

Walsh, K., L'Estrange, L., Smith, R., Burr, T. and Williams, K. E. (2024) 'Translating neuroscience to early childhood education: A scoping review of neuroscience-based professional learning for early childhood educators', *Educational Research Review*, 45, article number 100653.

| 13. List of amendments since last (re)validation | | |
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| Area amended | Details | Date Central Quality informed |
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