

Liverpool John Moores University

Title: Exploring Early Years Curricula within ECS: Pedagogical approaches for sustainability
Status: Definitive
Code: **5206ECS** (122903)
Version Start Date: 01-08-2021
Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Nicky Hirst	Y

Academic Level: FHEQ5
Credit Value: 20
Total Delivered Hours: 40
Total Learning Hours: 200
Private Study: 160

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	16
Off Site	8
Workshop	16

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Planning Document with Rationale (4500 words)	100	

Aims

This module will build upon the knowledge and skills gained from the level 4 ECS modules. The aim of the module is to explore the four National Early year's curricula within the UK and develop an awareness of pedagogical approaches for learning. Students will engage with historical and current developments in relation to Education for Sustainability within Early Childhood Education.

Learning Outcomes

After completing the module the student should be able to:

- 1 Compare the early childhood education curricula frameworks in the UK.
- 2 Investigate research surrounding Education for Sustainability.
- 3 Analyse resources and tools used to support early years practice

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Planning Document	1	2	3
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Outline Syllabus

Students will explore a range of topic content that will include, but not be limited to the following:

*Early Years curricula within the UK
Theory and practice
Theories of learning (How children learn)
Research surrounding Education for sustainability
Role of national organisations (UNESCO/OMEP)*

Learning Activities

Lectures
Workshops
Independent research
Field trip

Notes

The acquisition of knowledge of early childhood studies is progressive, and therefore study of the core areas continues and deepens throughout the honours degree. The revised benchmark statements for Early Childhood Studies (QAA, 2014), note the value of planning and evaluating creative learning opportunities for babies and young children. This module applies the notion of education for sustainability whilst providing students with opportunities to apply a critical analysis of children as active participants and early childhood as a site for democracy, sustainability and social justice. The module builds on the core level 4 module, 4206ECS Pedagogical approaches (Part 1) - Sustainability; Democracy, Participation and Social Justice and offers a scaffold to support progression through to the level 6 option module, 6206ECS Global Dimensions; Sustainable futures across early years curricula.