

Liverpool John Moores University

Title: International Approaches; Comparative Early Childhood Education and Care
Status: Definitive
Code: **6203ECS** (122920)
Version Start Date: 01-08-2021
Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
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Academic Level: FHEQ6 **Credit Value:** 20 **Total Delivered Hours:** 40
Total Learning Hours: 200 **Private Study:** 160

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	20
Workshop	20

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Artefacts	AS1	Artefact (2500 words equivalent)	50	
Essay	AS2	Written rationale to accompany Artefact (2500 words)	50	

Aims

To develop a critical perspective of the influences on international principles and practice within early childhood work and critically examine and compare systems in a range of countries with reference to global contexts. Issues such as ethnocentric bias in research and practice, reliability and validity of cross national data, will be examined.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critique the role, goals, content and practice of early childhood education and care (EYEC) approaches in a range of countries.
- 2 Critically appraise the socio-economic and cultural contexts and concepts underpinning national and international approaches to working with young children and families.
- 3 Critically review international research on national and international approaches to early childhood pedagogy and support for babies, young children and families
- 4 Critically analyse the validity and reliability of data in cross national studies related to child well-being and early childhood/early years education

Learning Outcomes of Assessments

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

Artefact	1	2	3	4
Rationale	1	2	3	4

Outline Syllabus

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

*Examination and critique of competing terms in early childhood education and care
Critique of comparative early childhood education and care systems, policy, workforce and practice*

*Comparative national and international pedagogical approaches in early childhood
Political-economic, socio-historic and cultural contexts of early childhood education and care*

National and international education, health and social welfare policies relating to the education, health and welfare of young children and their families

Cross national data on children's health, education and wellbeing

Global agendas for children's health education and well-being (e.g. Sustainable Development Goals)

Theories and concepts underpinning comparative education studies

International institutions supporting early childhood

International research agendas on early childhood education and care

Learning Activities

Lectures

Workshops

Independent research and group work

Notes

This core module supports students to reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives and considers how these underpin different understandings of babies, young children and childhood, nationally and globally and is in line with the revised benchmark standards for ECS (QAA, 2014). The module builds on the core level 4 modules, Pedagogical approaches (Part 2) - Sustainability; Democracy, Participation and Social Justice 4206ECS, Perspectives on Children and Childhood 4204ECS and the level 5 core module, Global inequalities and unequal childhoods 5203ECS. The module explores the multidisciplinary interpretation of constructions of children and childhood and the principles, theoretical bases and implications for practice.