

Bachelor in Science Early Childhood Education



Field Placement Handbook 2025-2026

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Letter from Coordinator of Field Placement



Dear Students, Supervisors and Placement Providers,
The role that educators play in the education and care of young children has a lifelong impact on children as individuals, how they learn and who they become as adults. In order to enhance existing provision of courses preparing early childhood practitioners, Marino Institute of Education is delighted to offer a level 8 degree in Early Childhood Education, which is accredited by Trinity College Dublin, the University of Dublin.

An integral part of this degree is the Field Placement component. Students participate in several field placements in a variety of early childhood settings. This hands-on experience is critical in enabling students to transfer theory to practice and resolve challenges unique to each setting.

Field placement for 1st-3rd years consists of a three-week block placement, while 4th years have a 9-week block placement, which includes a 1-week observation week at the beginning. In addition, students have a number of placement days across the academic year.

This handbook has been designed with the needs of all stakeholders in Early Childhood placements in mind. I hope that you find these guidelines accessible, useful, and informative in relation to your role in the Field Placement process. Thank you for your engagement with the process and for your attention to the detail that has been provided in this handbook. We recognise the value and importance of the role that each of you plays in the smooth running of Field Placement. We hope that it results in a fruitful experience for all students, the children entrusted to their care, their supervisors, and the placement providers.

Le gach dea-ghuí,

Tasha O'Donnell

Dr. Tasha O'Donnell
Coordinator of Field Placement,
B.Sc. Early Childhood Education

Placement Setting Types

It is important to note that there are several different services currently provided in Ireland today in the ECCE sector. They include the following:

FULL DAY CARE

This is a structured care service where children attend for more than 3.5 hours per day. Providers typically care for children from 3 months to 6 years. Some services may also include an after-school facility, typically for children from

4 to 12 years of age. In full day care, sleeping arrangements and food preparation must meet standards laid down by the Health Service Executive (HSE) and the Child Care (Pre-School Services) Regulations 2016. Providers include day nurseries and crèches.

SESSIONAL SERVICES

Sessional services provide planned programmes of up to 3.5 hours per session (such as a morning or an afternoon). In general, these sessions cater for children between 2.5 years and 6 years of age, but they can also be provided for younger children. In order to provide a sessional childcare service, a recognised childcare qualification is required by staff working in the service. Sessional services include:

MONTESORI GROUPS

Focus on individualised education, teaching social skills and maximising children's development. They cater to children up to the age of 6 in an ECCE setting.

PARENT AND TODDLER GROUPS

A group of parents, guardians or carers and children come together for supervised play and companionship for their parents.

NAÍONRAÍ

Nursery schools or playschools operating through the medium of Irish.

PLAYSCHOOLS

Give children an opportunity to play with other children of a similar age, learn to share and take turns and to understand the rules of the classroom, such as listening.

The curricula offered in ECCE services include Froebel, Steiner Waldorf, High Scope, Reggio Emilia, and Forest Schools. (These can all be explored in the Early Childhood Award QQI Level 5 or Early Childhood Curriculum Level 6, awarded by QQI.)

Section 1: The Role of the Student on Field Placement

Students should aim to:

- Be conscious that the children's needs are paramount and that a duty of care prevails at all times
- Engage constructively and collaboratively in a broad range of professional experiences as part of the Field Placement process
- Seek and avail of opportunities to observe and work alongside other practitioners, in collaboration with the host supervisor and the whole setting community,
- Take a proactive approach to one's own learning, and seek and avail of support as a collaborative practitioner
- Familiarise themselves with the setting's Child Protection Policy and other relevant policies
- Engage with constructive feedback from your FP Supervisors, host supervisors and managers
- Engage with other student practitioners in the context of peer learning, as far as practicable
- Work towards becoming critically reflective practitioners
- Engage with all in the setting community in a respectful and courteous manner
- Support the characteristic spirit (ethos) of the setting
- Respect the privacy of others and the confidentiality of information gained while in the setting
- Participate fully in each placement to develop their skills and meet the placement requirements
- Be diplomatic in their interactions with setting personnel and sensitive to setting routines
- **(Under no circumstances should students use time during the day to write up their FP lesson plans, evaluations or reflections. Any spare time should be used to the benefit of the setting and the children.)**

Section 2: The Role of the Supervisor on Field Placement

Guidelines for Supervisor Visits

The role of the placement supervisor is to support the student in their field placement, to offer guidance in relation to planning and preparation and practice.

“Humanist values, centering on warm and caring relationships with a degree of high trust, and a vision based firmly on child-centered principles” (Hayes, 2012)

The placement supervisor will:

- Liaise with the student prior to the field placement to introduce themselves (via email or Teams)
- The supervisor should make a phone call to the setting to introduce themselves to the manager and to arrange a time and date to visit the student.
- Confirm with the student the date and time for the visit (via email/Teams).

The visit to the field placement provider should be structured, where possible, as follows:

- ✓ Prior to visit, ensure that the student is engaging with appropriate planning and reflective practice, through their reflective journal (Taisce). This will be electronically stored and accessible via Teams . It should be reviewed off-site.
- ✓ Meet with the designated person in the field placement provider to discuss the student’s engagement with the field placement i.e., ascertain the student’s commitment to observing, assisting, and reflecting.
- ✓ Observe the student in their setting (minimum 30 minutes).
- ✓ Check the student’s attendance/activity log.
- ✓ Engage with the student briefly, informing them that you will contact them in the coming days, to provide feedback.
- ✓ Complete the Supervision Form, identifying both what is going well and what areas require development. This form should be typed for each individual student.
- ✓ Assign a mark for the student’s planning (50%) and practice (50%)
- ✓ The visit should last between 30-40 minutes.
- ✓ Meet with each student (10 minutes) on-site or via Teams, to discuss the feedback on their supervision form in relation to their planning, practice, and preparation for their placement.
- ✓ Email the student a copy of their supervision form (provisional marks **not** included).
- ✓ Email the forms to MIE placement email address (or cc the MIE placement email when providing students with their feedback).

Supervisor Visits and Grading Process

Supervisors will visit students onsite and will meet with students individually to provide feedback.

Feedback may be given either onsite, conditions permitting, or off site via Teams. This may be agreed between supervisors and students, on an individual basis.

Supervisors will provide written feedback to students but will not provide provisional marks.

Marks will be published, once moderation is completed, with all other modules.

In the event of failed planning or practice, a meeting will be arranged with individual students to discuss deferred placement for re-assessment.

Section 3: The Role of the Placement Provider

The purpose of the field placement for our students is to:

- Gain experience in the field of quality early childhood education
- Become aware of the practical application of ECE theory learned in college
- Develop their own personal understanding of the term 'early childhood education'

The role of the student during the field placement is to:

- Observe
- Participate
- Reflect
- Put together a Field Placement E-Portfolio and Taisce reflective journal
- Plan and carry out specified tasks

You can support the student in these areas by:

- Agreeing a plan of work for the placement with the student in line with the guidelines given to the student
- Allowing the student to shadow a member/members of staff
- Explain how your organization works (management structure, daily routine, administration, marketing, funding etc.)
- Encourage the student to discuss the content of the B.Sc. in Early Childhood programme with you, in particular, how their course material links to the field placement
- Allow the student to assist with and/or participate in some of the activities undertaken by your organisation
- Ensure that the student is aware of relevant workplace procedures and policies (i.e., health and safety, dress code, appropriate conduct)

A field placement supervisor will visit the student on at least one occasion during the field placement period. This is to support the student, speak with the field placement provider and to ensure that the high standard of work and commitment we expect from our students is being attained. The student's placement supervisor will contact the setting to schedule this visit in advance.

In addition, a number of moderation visits typically take place during field placement. The field placement coordinator may contact providers in relation to conducting an additional visit. In the case of a moderation visit by the field placement coordinator, a time and date are arranged with the provider. The student is not informed of this visit in advance.

If you have any concerns, at any stage during the work placement, please contact Natasha O'Donnell at natasha.odonnell@mie.ie, 01-8535142 or alternatively send an email to the ECE Placement team at ecefieldplacement@mie.ie

Section 4: Field Placement Protocols

Structure of Field Placement

Year	Total Hours	Structure	Setting Type	Application
ECE1	90 (Minimum)	9 days experience and a 3-week block	Early Years Setting (Tusla Registered)	Student applies independently but with support from MIE
ECE2	114 (Minimum)	9 days experience and a 3-week block (In addition to 1-week Special Education block)	Early Years Setting (Tusla Registered)	Student applies independently but with support from MIE
ECE3	114 (Minimum)	9 days experience and a 3-week block (In addition to 1-week Alternative setting block)	Early Years Setting (Tusla Registered)	Student applies independently
ECE4	270 (Minimum)	1-week observation block immediately followed by an 8-week block	Early Years Setting (Students may choose to revisit a setting from previous years)	Student applies independently

Both Special Education setting and Alternative setting must be relevant to degree (pertain to working with/supporting children aged 6-years and under)

Required Hours Must Be Completed

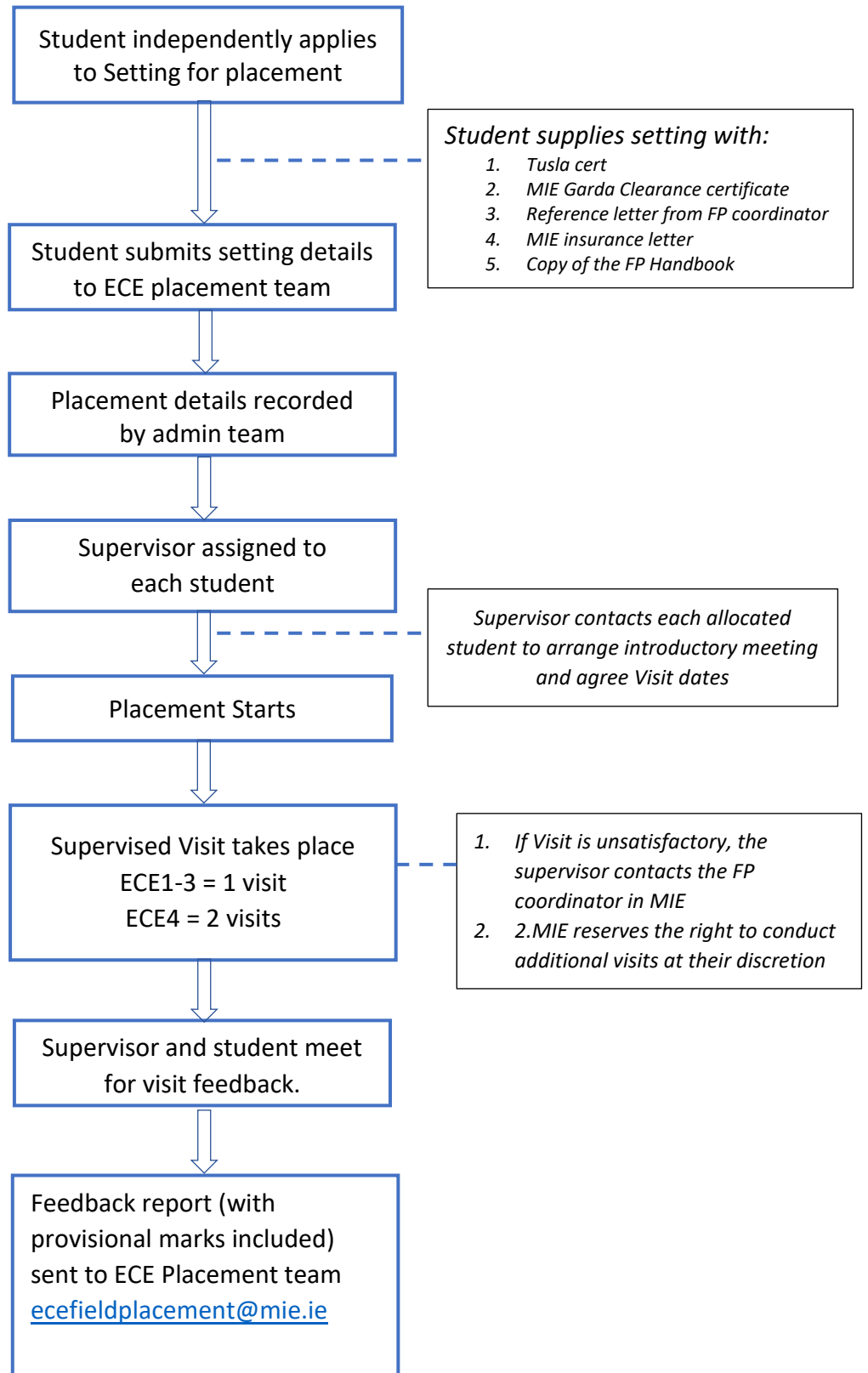
Students are responsible for ensuring they complete the required hours for Field Placement. In the case of Field Placement days and block weeks, students are required to attend for 6 hours per day. During block weeks, students must attend Monday to Friday each week, except in the case of a national holiday.

Returning to a Setting

Students must attend a different ECE setting in years 1, 2 and 3. Only in year 4 may a student return to a previous ECE setting.

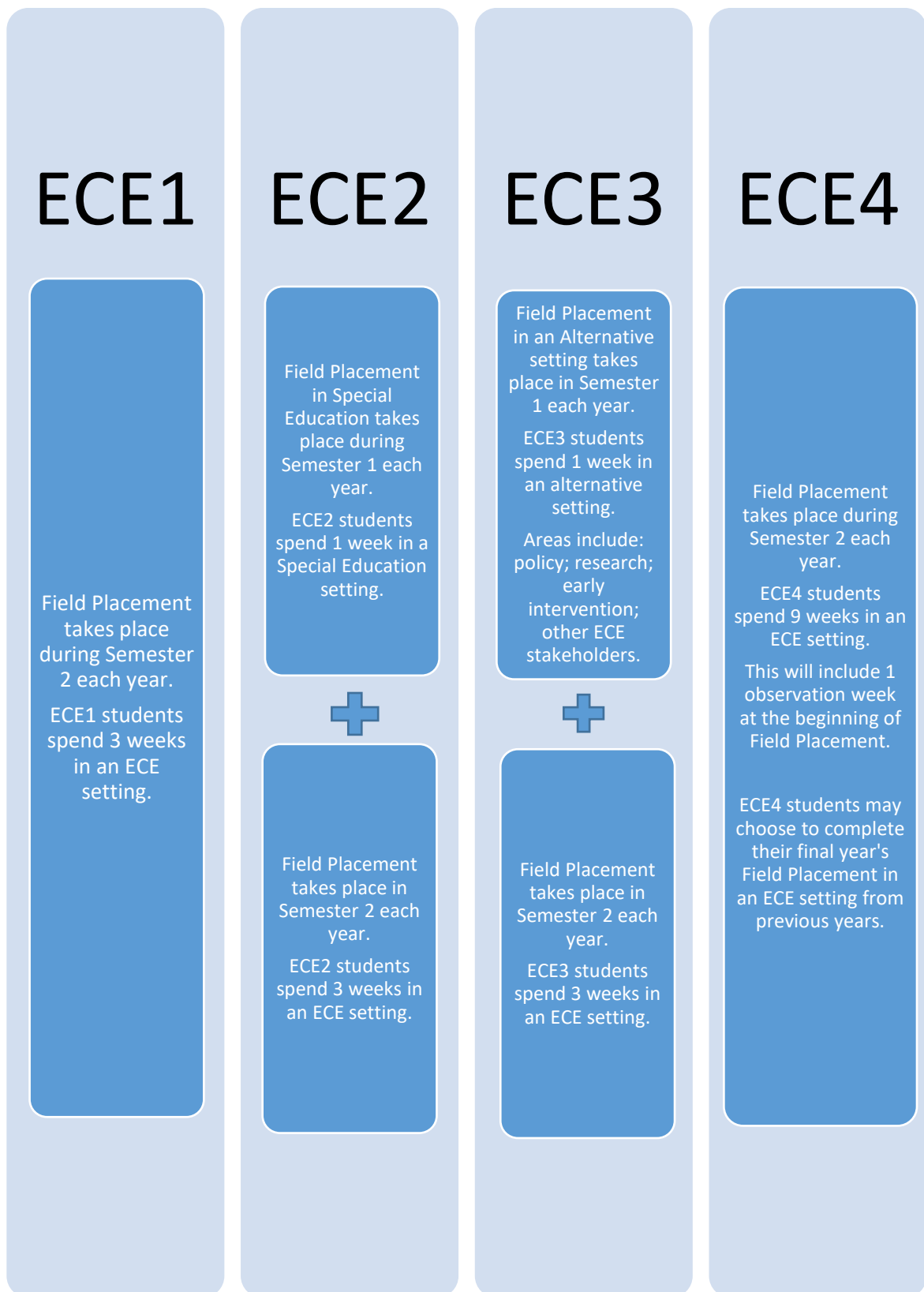
Overview of the ECE Field Placement Process

The process flow chart here is intended to give a broad outline of the placement process for ECE students



Overview of Field Placement Block Structure

Field Placement is an integral component of the B.Sc. ECE programme, providing students with an opportunity to experience a variety of settings.



ECE1 Overview

ECE1 students will have **one** Field Placement block during their first year.

The ECE1 Field Placement block will take place from **February 23rd to March 13th, 2026**. During Semester 1, ECE1 students, with guidance and support, will secure an appropriate setting in which to complete their Field Placement. The setting secured must be an **ECE setting**, where the students will experience working with children between 6 months and 6 years. During their Field Placement module, students will be made aware of all Field Placement requirements. ECE1 students will have **one** visit from a Placement Supervisor, during which both their planning and practice will be assessed. Students will have a number of days during semester 1 in which to attend their setting and become familiar with it. All ECE placement for year 1 must take place in the same setting.

ECE2 Overview

ECE2 students will have **two** Field Placement blocks during their second year.

The first Field Placement block is the SEN block and will take place from **November 24th to November 28th, 2025**. The setting secured must be a **Special Education setting**. During Semester 1, ECE2 students, with support, will secure appropriate settings in which to complete their Field Placement blocks. The setting secured must be able to provide experience working with children of 6 years and under.

The second Field Placement block will take place from **February 23rd to March 13th, 2026**. The setting secured must be an **ECE setting**, where the students will experience working with children between 6 months and 6 years. During their Field Placement module, students will be made aware of all Field Placement requirements. ECE2 students will have **one** visit from a Placement Supervisor, during which both their planning and practice will be assessed. This will take place during their ECE Field Placement block. Students will have a number of days during semester 1 in which to attend their setting and become familiar with it. All ECE placement for year 2 must take place in the same setting.

ECE3 Overview

ECE3 students will have **two** Field Placement blocks during their third year.

The first Field Placement block will take place from **November 24th to November 28th, 2025**. During Semester 1, ECE3 students will secure appropriate settings in which to complete their Field Placement blocks. The first setting secured must be an **Alternative setting**. This may include areas of specific interest, such as policy or research, or other experiences within the ECE sector/stakeholders.

The second Field Placement block will take place from **February 23rd to March 13th, 2026**. The setting secured must be an **ECE setting**, where the students will experience working with children between 6 months and 6 years. During their Field Placement module, students will be made aware of all Field Placement requirements. ECE3 students will have **one** visit from a Placement Supervisor, during which both their planning and practice will be assessed. This will take place during their ECE Field Placement block. Students will have a number of days during semester 1 in which to attend their setting and become familiar with it. All ECE placement for year 3 must take place in the same setting.

ECE4 Overview

ECE4 students will have **one** Field Placement block during their fourth year.

The Field Placement block will take place from **January 12th to March 13th, 2026**. During Semester 1, ECE4 students will secure an appropriate setting in which to complete their Field Placement block. The setting secured must be an **ECE setting**, where the students will experience working with children between 6 months and 6 years. ECE4 students may return to a previous setting to complete their final Field Placement. ECE4 students will have **two** visits from a Placement Supervisor, during which both their planning and practice will be assessed.

Announced Field Placement Visits

Supervisors will communicate with both the student and the setting manager, in order to schedule an announced visit. Announced visits are to facilitate planning within the setting, and provide students with an opportunity to showcase their planning and practice. During a visit from their supervisor, students must provide access to all planning documents and lead a minimum of one activity, for the purpose of assessment.

Unannounced Field Placement Visits

The Field Placement Coordinator will work closely with settings to arrange a number of additional **unannounced visits**. These visits will not be for assessment purposes, and students will be expected to continue with their day, conducting the duties expected of them. Should the Placement Coordinator wish to speak with the student during an unannounced visit, they will discuss this with the manager upon arrival, to facilitate planning within the setting.

Field Placement Planning Requirements

Students will maintain an E-Portfolio and Taisce reflective journal throughout placement. These planning documents will be shared via MicroSoft Teams and may be reviewed by the Field Placement Coordinator and/or your Field Placement Supervisor without prior notice. Students are required to contribute to their E-Portfolio and Taisce daily for the duration of their Field Placement block.

In the event that planning is not up to date, students will not receive a supervision visit and will be required to take deferred placement.

Attendance Policy

Marino Institute of Education recognises the key role of settings in offering places to students for field placement. When a student commits to attending a setting for a particular placement, inconvenience is caused to the setting if a student is absent for any of placement time. Therefore, when a student commences any Field Placement period, **full and complete attendance is required**.

As Field Placement is an examination, no exceptions to this are possible without written permission from the Director of Undergraduate Studies/Field Placement Coordinator being given prior to the commencement of the placement. Should it happen that a student has a contagious illness, or is too ill to attend setting, notification must be provided to the setting, the placement supervisor and the field placement office in the institute, the evening before or in exceptional circumstances, before 8 a.m. on the morning of the absence. Such an absence is only acceptable if it has been approved by a medical doctor. Failure to adhere to this policy will result in 'non-attendance' and a student will receive zero for that entire placement. When a student is absent, a medical certificate must be provided to the institute within one week of the absence. Medically certified absences will be made up at the appropriate time, indicated on the student's Feilire as the deferrals period.

Absenteeism

When a student is too ill to attend the setting, the student must contact the setting manager as appropriate, contact their placement supervisor and contact the setting placement office. All these calls must be made as soon as possible to facilitate planning for the day. Where a student is absent for more than two days, a medical certificate must be furnished within a week of the days missed. All absent days must be compensated and a letter to this effect from the manager must be submitted to the Field Placement Office. It is the student's responsibility to return this letter to the Education Office. Failure to make up days or return the letter of certification will result in the student's exam results being withheld. *Ad mis* cases, e.g., family bereavement or serious illness, will be treated on a case-by-case basis.

Students can be absent for a maximum of two days (consecutive or combined) over the course of their assessed field placement block in years 1-3. If a student misses three days or more in years 1-3, their assessed field placement block will be deemed incomplete, regardless of the number of supervisor visits completed. In this situation, a student will be required to take a deferred assessed field placement block in June, for the required duration period of the whole field placement, and a new assessment process will begin. Any assessed visits completed during the original assessed field placement block will be deemed null and void. *Ad mis* cases, e.g., family bereavement, will be treated on a case-by-case basis.

For 4th year students who have a 9-week assessed placement block, students can miss a maximum of 4 days (consecutive or combined). If a student misses any more than 2 weeks (10 days) their assessed field placement block will be deemed incomplete, regardless of the number of supervisor visits completed. In this situation, a student will be required to take a deferred assessed field placement block in June, and a new assessment process will begin. Any assessed visits completed during the original assessed field placement block will be deemed null and void.

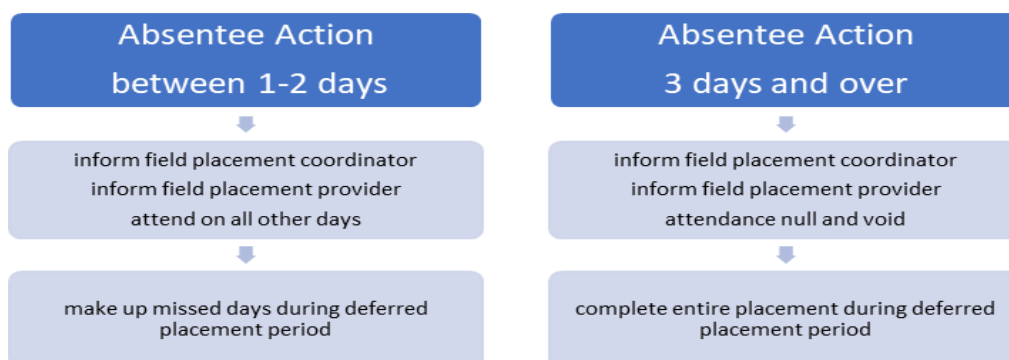
If a student knows in advance that they will be absent from assessed field placement for three days or more (e.g., due to a family wedding abroad, representing their country in a competition, etc.) they will not be permitted to begin their placement, and it must be deferred to June.

Full attendance on observation dates is required and observation dates can only be changed at the request of the setting. Full day attendance is required.

Policy for absences relating to sport/representing the college:

- Students are required to request permission to be absent from FP by emailing natasha.odonnell@mie.ie in the first instance. The decision of the FP Dept. is based on the student's FP profile, including attendance and overall performance on FP (planning & preparation, practice & learning, professionalism).
- Once permission is granted in writing by the FP Dept., the student can request permission from the setting (manager).
- The student must then inform the college and their FP tutor of the details of their absence from FP.
- Students are expected to make the initial contact with the FP team as soon as the match date is made available to them. In exceptional circumstances, i.e., late call up to a team, a minimum of 48 hours' notice is required.
- When matches are scheduled during the day, students are expected to minimise the amount of time required to be absent from setting, i.e., attending for most of the day when possible.
- In general, these absences, once sanctioned in writing by the FP Dept., do not need to be made up.

Absentee Overview



Preparation and Placement Requirements

It is a requirement of this module that students attend and complete all elements of Field Placement, including preparation of files for block placements.

All students are required to carry out their **assessed placements** blocks in **pre-school settings only**. In 2nd year, students will have an additional field placement block of one week, which they are required to spend in a Special Education setting. In 3rd year, students will have an additional placement block of one week, which they may spend in an alternative setting, such as one of the many ECE stakeholder organisations. Students cannot repeat their placements in the same setting. They must choose a new setting each year, with the exception of 4th year students, who may return to a previous ECE setting.

Professional Practice Requirements

Students are expected to abide by the guidelines as outlined in this handbook.

Punctuality is an essential professional requirement for the student on Field Placement. A student who is late must, on arriving at the setting, go directly to the principal or manager.

Students are advised to be in the setting at least 15 minutes before the day begins, and to remain in the setting for a minimum of **6 hours** though it is desirable that students spend the full day in the setting. Students are encouraged to assist in the preparation of activities, display areas and resources for the following day.

While on Field Placement, each student is expected to maintain a high standard of dress and have a tidy, well-groomed appearance. All students must adhere to the following professional dress code:

- Jewellery is not permitted to be worn on Field Placement
- Appropriate and professional dress code must be adhered to at all times on Field Placement. Clothes worn are to be neat and suitable for working with young children
- Tattoos and facial piercings must not be displayed
- Finger nails must be an appropriate and safe length for working with infants and young children

Students should be sensitive to staff-room routines and conventions, health/safety requirements, and any other regulations or policies of the setting.

Students should negotiate with the setting manager the provision of display space for the student to exhibit children's work relevant to their Field Placement.

Students' **mobile phones must be turned off** throughout the day.

Students are reminded to leave the setting rooms as they found them and to ensure that all books and resources belonging to the setting are returned before the end of the placement.

Section 5: Marino Institute of Education: Safeguarding Children Policy

Under the Child Care Act, 1991, Tusla has a statutory responsibility to promote the welfare of children who are not receiving adequate care and protection. MIE view the safeguarding of children with the utmost priority, we therefore advise that all students and supervisors read and refer to the Safeguarding Children Policy. Additionally, all students must familiarise themselves with the Safeguarding Children Policy of their Field Placement setting, and ensure the DLP is known to them.

Please refer to the Marino Institute of Education policy; [Safeguarding Children Policy](#)

***Links to Safeguarding Training and Information ***

Further information regarding safeguarding may be accessed via the links below.

- Children First National Guidance

https://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf

- Children First E-learning Programme

<https://www.tusla.ie/children-first/children-first-e-learning-programme/>

- Children First Quick Links

<https://www.tusla.ie/children-first/>

Section 6: Practice Requirements

E-Portfolio

A template will be provided as a guide to planning and best practice, including critical reflection. Students are required to work through their template, contributing as indicated in the E-Portfolio table of contents. While students may briefly note a quote or moment of practice, E-Portfolios must be completed outside of placement hours. Once completed, your E-Portfolio will be downloaded from Teams and uploaded to Moodle via TurnItIn. Students may be asked to provide access to Version History to evidence daily contributions to planning. If including images ensure no identifiers are present and do not share images beyond your planning documentation. Ensure you adhere to the setting's photography policy at all times.

aisce - A Reflective Journal

What is reflection and why is it important?

Students are encouraged to become “reflective practitioners” during placement. Reflective Practice is recognised as core to improving practice and to ensure better outcomes for the children in services. Schonfeld (2015, p.7) reports that it is ‘...a process by which you stop and think about your practice, consciously analyse your decision-making, draw on theory, and relate it to what you do in practice.’ This degree not only encourages a reflective practice approach but one embedded in critical analysis and evaluation. Integral to developing excellence in the practice of Early Childhood Education is the recognition by practitioners of their own impact on children’s learning and well-being (Moyle and Adams, 2001). Reflecting this and informed by the findings of the ‘Study of

Pedagogical Effectiveness in Early Learning' (SPEEL), students will be encouraged to: reflect upon their practice; interrogate their own principles underpinning practice; reflect upon their own qualities, knowledge and thinking and how these impact upon practice; and articulate their own understanding of effective pedagogy (Moyles and Musgrove, 2002, p.3).

Guidelines for Students

Students are required to maintain a reflective journal called *Taisce*. *Taisce* is the Irish term for folio, treasure, or store. For your *Taisce* you can draw, write, or use photographs, as you see fit. It is critical that you remember not to include any images of children, only tasks, activities or displays or using a birds-eye view where only hands are visible. Your *Taisce* offers you an opportunity to document your learning, experiences and reflections on your own practice and planning in a creative and meaningful way.

You should use *Taisce* to reflect on the practice and experiences not only in your own room, but also throughout the whole setting. Think about the values of the setting, do you see them in practice? Do you agree with them or disagree? What about practice? What did you see that you think is good practice? What is not good practice? Write, draw, or take photographs to document this. Take photographs of displays and think about whether they are purposeful or not, are they the children's own work? Is there evidence of a print rich environment in place?

Take photographs of activities or tasks that you have done with the children. Were you happy with the activity? What did the children learn / what skills did they develop? What would you change? What do the children like? What works well and why do you think it does?

Are you enjoying the placement? How do you feel about it? Were you anxious before? How are you now? Have your goals changed? What do you like about working with children? What is challenging about it? How did you feel sharing the space with other adults?

Make your *Taisce* your own. Make it meaningful and make it something that you can draw on to inform your practice and planning in the future!

Section 7: Module Overviews

Supervisors should use these overviews as a guide in relation to what skills and understanding the students should be able to demonstrate on placement in relation to their planning and practice

ECE1 Curriculum and Pedagogy: Play and Dispositions

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>This module focuses on developing movement skills for children in the early years. Facilitating meaningful activities and play that seeks to develop children’s fundamental movement skills, such as travelling movements, twists, turns, balances, and manipulating objects (fine and gross motor skills) in fun and creative approaches is central in this module. Students are encouraged to make links to inquiry-based learning and use of the outdoor environment as a means to develop movement skills in the early years.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student:</p> <ul style="list-style-type: none"> • Demonstrate how to set up play activities that highlight knowledge of the importance of play as a learning tool for all children • Model each activity for the children • Encourage the children to explore multiple approaches to engaging in play • Identify the rationale for, and question children on the activities provided • Differentiate the activities to ensure children progress at a sufficient level
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student:</p> <ul style="list-style-type: none"> • Plan play activities for an appropriate time schedule (can be as short as 10-15mins) • Plan activities that offer a variety of play opportunities e.g., construction, sensory, socio-dramatic etc. • Include activities that adequately suit the needs of the children in the group • Differentiate activities to ensure inclusion of all children • Integrate play throughout the day as appropriate e.g., using dress-up to enhance practical self-care skills • Plan for use of questioning, key vocabulary to be developed, and how children’s progress will be monitored.

ECE1 Developing children’s movement skills through activity and play

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>This module focuses on developing movement skills for children in the early years. Facilitating meaningful activities and play that seeks to develop children’s fundamental movement skills, such as travelling movements, twists, turns, balances, and manipulating objects (fine and gross motor skills) in fun and creative approaches is central in this module. Students are encouraged to make links to inquiry-based learning and use of the outdoor environment as a means to develop movement skills in the early years.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student:</p> <ul style="list-style-type: none"> • Demonstrate how to set up movement activities that highlight knowledge of a safe and healthy environment for all children • Model each activity for the children • Encourage the children to explore multiple approaches to completing each activity e.g., numerous ways of travelling across a space • Identify the rationale for, and question children on the activities provided • Differentiate the activities to ensure children progress at a sufficient level
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student:</p> <ul style="list-style-type: none"> • Plan movement activities for an appropriate time schedule (can be as short as 10-15mins) • Plan activities that focus on a range of fundamental movement skills e.g., travelling, catching, and throwing, balancing etc. • Include activities that adequately suit the needs of the children in the group • Differentiate activities to ensure inclusion of all children • Integrate movement activities throughout the day as appropriate e.g., using a big book • Plan for use of questioning, key vocabulary to be developed, and how children’s progress will be monitored.

ECE1 Early Literacies: Language Acquisition

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>This module explores some of the key thinkers in early childhood education. This is complemented by hands-on practical sessions on the diverse types of play e.g., sensory, block, socio-dramatic etc. Students are introduced to Aistear and how practice fits into the curriculum framework.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student (list brief points)</p> <ul style="list-style-type: none"> • Use open ended activities that allow for child’s individual expression • Encourage and extend oral language opportunities • Follow the lead of the child in how play happens • Support and scaffold where needed, rather than doing/fixing things
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student (list brief points)</p> <ul style="list-style-type: none"> • Plan open ended activities • Understand that children learn through play • Use current themes from the setting or interests of the children to inform what activities to plan for

ECE1 Psychology and the developing child

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>This module explores concepts of ‘nurture’ and ‘the relationship’ in understanding how children grow, develop, and learn. It draws on psychology and early educational studies to consider theoretical underpinnings of the role of relationships and interactions in supporting development and, how this applies to student approaches to practice.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student:</p> <ul style="list-style-type: none"> • Demonstrate key skills and behaviours that support and build quality interactions and relationships. • Use Shared Sustained thinking and meaning making in their interactions with children to support their learning and development • Evidence positive and constructive relationships with staff.
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student:</p> <ul style="list-style-type: none"> • Evidence in their planning, an application of theory such as constructivism and particularly Vygotsky to practice for tasks and activities designed to support children’s learning and development. • Underpin all activities and tasks with a ‘nurturing pedagogy’ approach • Relate relevant Aistear and/or Siolta policies and guidelines to the planning of activities and observations.

ECE1 International policy and practice

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>This module is about linking theory to practice for field placement as well as giving students some skills for the workplace going forward. It is about gaining a sense of what workplace competencies are and why they are important.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • Understand the links between tactic and formal knowledge • Recognise how policy underpins our practices • Identify policy in action, e.g., demonstrate knowledge of setting policies in their practice
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • Communicate effectively regarding policy planning components, e.g., activity ratios, health and safety factors, allergies etc. • Understand the role of policy in planning for their placement • Consider the right to play of each child, and demonstrate of inclusive planning

ECE2 Inclusion and diversity in ECCE

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>Using sociology of education to investigate educational disadvantage. Students will learn to identify relevant sociological frameworks and use them to interrogate issues of social exclusion and educational disadvantage; outline relevant egalitarian frameworks and examine how they relate to ECCE; critically review social policy as it pertains to education and early childhood provision in national and international contexts; identify the moral and ethical responsibilities to mitigate the effects of social exclusion and educational disadvantage and critique current thinking and research on the development and learning of young children with special needs, as well as be able to design an inclusive approach, from both a human rights and universal design perspective, to support children’s development and learning for children.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • Show an awareness of children’s socio-economic and family backgrounds • Engage in activities and conversations that are respectful of children’s home experiences • Challenge common gender roles/stereotypes in their conversations and play activities with children • Engage in an equal manner with all children in the class/room, including those with limited English or spoken language, those with special needs and those from different ethnic backgrounds • Engage with children’s parents where possible
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • Build on children’s and families’ ‘funds of knowledge’ and cultural capital in planning activities • Incorporate Traveller culture and values in their activities • Use ‘Wellbeing’ and ‘Identity and Belonging’ to plan activities around children’s lived experiences • Where appropriate plan story time and circle time conversations that challenge basic inequalities such as poverty, gender, race, ethnicity in a respectful and age-appropriate manner

ECE2 Irish policy and practice

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>An examination of the theory and practice underpinning international models of best practice in early childhood education and care will be discussed. Funding models in developed and developing countries will be explored in relation to outcomes for children, parents, and practitioners.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • This module is theoretical and will not be directly observable in practice, although • Students should incorporate conversations around children’s rights • Show awareness of the AIM model and children with special needs in their setting • Recognise the importance of, and wider context for, micro policies within the setting (i.e., setting specific policies) by adhering to them and critically discuss these with the supervisor • Recognise their own role in implementing local and national level policy in practice
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • Ground activities in an understanding of best practice as discussed and outlined at Irish level • Use the convention on the rights of the child and Siolta Standard on Child’s rights to plan their placement • Make considerations of AIM staff and children with special needs in their planning

ECE3 Cultural Diversity in ECCE

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>An investigation of critical multiculturalism and its relevance for early childhood education, including Theories of cultural inclusion and diversity, including theories of assimilation and integration, Critical race theory, Anti-bias education, Cultural identity, Multilingualism, culturally relevant / sustaining pedagogy, and culturally inclusive partnerships with families.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student (list brief points)</p> <ul style="list-style-type: none"> • Show an awareness of children’s cultural backgrounds • Integrate children’s home languages (where different to that of the class) in the classroom through use of key vocabulary • Read stories from diverse cultures and with different main characters (other than white children) • Build culture and language into conversations with children and stimulate critical conversations to help children develop a nuanced understanding of cultural and linguistic diversity • Talk to parents about their culture to bring their ‘funds of knowledge’ into the ECCE setting
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student (list brief points)</p> <ul style="list-style-type: none"> • Plan culturally inclusive story time through appropriate choice of books and conversation and activity for extension • Plan circle time topics, where used, around diverse cultures and languages (should correspond to the cultural backgrounds of the children and educators in the room) • Where a class / room is culturally homogenous, culture and language should be built into environment and curriculum (planned activities) in diverse ways • Use ‘Wellbeing’ and ‘Identity and Belonging’ themes of Aistear to ground planning of activities • Use ‘Communication’ theme to demonstrate consideration of partnerships with families/parents (funds of knowledge approach)

ECE3 Constructs of Childhood

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>This module draws largely on developmental psychology to explore the holistic development (physical, socio-emotional, cognitive, linguistic) of young children from birth to 6 years. It promotes an understanding of how psychological theory and research may inform pedagogical practice in early childhood settings.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student:</p> <ul style="list-style-type: none"> • Understand the basic principles of constructivist pedagogy and how they relate to the Aistear Curriculum • Demonstrate an awareness of children’s emotional and social development and the various practices that support this
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student:</p> <ul style="list-style-type: none"> • Evidence in their planning, an application of theory to practice for tasks and activities designed to support children’s development • Adapt activities to the developmental level of the child and create conceptual links when transitioning from one task to another • Detail how they could extend the (intellectual) demands of specific tasks and activities to cater for all levels of ability and engagement.

ECE3 Music, Drama, and Integrated Arts

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>This module focuses on developing practical and theoretical understandings of early childhood artistic development in music, drama, and integrated arts. Through active engagement, dialogue, and critical reflection this module incorporates drama (<i>teacher –in-role, narration, dramatic play, soundscape</i>) music (<i>song-singing, exploring, and creating sounds, playing instruments</i>) and puppetry activities (<i>puppet making, puppet or toy play/ performance / as a stimulus for creative play, imaginary world building</i>).</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student (list brief points)</p> <ul style="list-style-type: none"> • Weave music into the fabric of every child’s day. • Facilitate learning experiences through singing, movement to songs and instrumental pieces, and playing instruments • Enable child-initiated and child-structured socio-dramatic play • Use puppetry to engage with and lead children’s activities • Draw on drama (teacher-in-role, children-in-role, narration, dramatic play, puppetry) as a tool in helping the children’s development and their way of engaging with and understanding the world • Thematically integrate music and drama activities
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student plan for a range of activities, resources and approaches reflecting?</p> <ul style="list-style-type: none"> • Music as an integral part of every child’s day. • Musical experiences which incorporate song-singing, listening, responding, and moving to music, exploring sounds, and playing instruments • Drama such as process drama, story development, dramatic play – including child-initiated and child-structured socio-dramatic play • Puppetry as a tool of engagement, and as a tool for children’s educational and creative play.

ECE3 Research Methods

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>This module is designed to provide a comprehensive introduction to the research methodologies most commonly employed by researchers when conducting research relevant to babies, toddlers, and young children, in order to prepare students for the completion of a research dissertation. Quantitative, Qualitative and Mixed Method approaches will be explored. Central to this module will be the application of these research paradigms to the final year mandatory research project which all students will undertake.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • Observe practice in relation to their chosen research topic where appropriate • Keep a research diary
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • Plan interviews and surveys • Allocate time for research

ECE3 Policy and Practice

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice. This information will This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>An examination of the theory and practice underpinning international models of best practice in early childhood education and care will be discussed. Funding models in developed and developing countries will be explored in relation to outcomes for children, parents, and practitioners.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student (list brief points)</p> <ul style="list-style-type: none"> • This module is theoretical and will not be observable in practice
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student (list brief points)</p> <ul style="list-style-type: none"> • Ground activities in an understanding of best practice as discussed and outlined at international level

ECE3 The Inner Landscape of the Young Child

The purpose of this information is to provide the supervisor with indicators that show that

<p>Module focuses on developing the language of young children; through the use of play, story, nursery rhymes, music & art to reinforce & teach vocabulary. Value of conversation, questioning, listening the learning environment and parental involvement. Explores 6 Principles of Language Learning and Language Theories of Skinner, Chomsky, Piaget, Vygotsky & Emergentist Coalition Model.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • Model and extend language for the children • Engage in conversations with the children • Capitalise on the interests of the children as a stimulus for conversation / play • Provide opportunities for questioning & listening • Make reference to key vocabulary
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • Plan for learning experiences that allow for language development through play / story / nursery rhymes / art / music • Make use of learning themes • Plan key vocabulary to model / teach • Make reference to the theme of 'communicating' (Aistear) • Plan age appropriate, playful learning experiences

students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

ECE4 Organisation Skills and Learning

The purpose of this information is to provide the supervisor with indicators that show that students are relating what they have learned in their modules to their planning and practice.

This information will guide the supervisor in terms of what the student is doing well and what they need to improve on.

<p>Introduces students to the concept organisations, and the roles within organisations. The purpose of the course is to produce qualified professionals who will be familiar with the inner workings of organisations, and be able to effectively contribute to, and collaborate with, the organisations which exist within the ECE landscape.</p>	
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their practice on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • Understand and recognise the difference roles which they may occupy within the organisation • Embrace and support the goals of the organisation
<p>Key Knowledge, Understanding and Skills that the student should demonstrate through their planning on placement</p>	<p>Does the student</p> <ul style="list-style-type: none"> • To have a reflective capacity in relation to their contribution to the organisation • Recognise team dynamics in planning roles within activities

Section 8: Planning Templates for Students and Supervisors

Students: Please refer to Moodle for the most up-to-date copies of the Planning templates

Supervisors: Copies of the planning templates will be provided via email prior to the first CPD meeting.

Appendices: Forms for Students and Supervisors

The documents and forms in the following appendices are samples only and are provided for guidance. There may be some minor discrepancies between the samples shown and what is provided on Moodle.

Students; *please refer to Moodle for the most up-to-date documents*

Supervisors; *copies of forms that you will required will be sent at CPD*

Appendix 1: Supervisor Visit Form. Years 1-4

B.Sc. Early Childhood Education



Placement Supervision Form (2022-23)

Name of the Student: _____

Year: _____

Date of Meeting: _____

Visit number (1 or 2): _____

What is going well?	
Planning and Preparation	Practice
What are the areas for development	
Planning and Preparation	Practice

Important: Marks entered below are provisional

Planning & Preparation Mark <i>(Please type Mark below)</i>	Mark for Practice <i>(Please type Mark below)</i>
Student Signature	Supervisor Signature

Notes: It is permissible to use electronic images of signatures

- Please send a copy of completed form to student (including marks)
- And also email a copy to ECE team at: ecefieldplacement@mie.ie

Appendix 2: Student Template for Session Plan. Years 1-4



Learning Record Template 1



A learning record supports you in getting to know the children. It provides cues to inform your observations, helping you identify areas of interest. It also helps you to understand how children learn. In addition, it is a wonderful record of learning.

Stage 1:	Child/Children	Date
<p>Look at what I am doing. Provide a short description of observation.</p>	<p>Description</p>	
<p>Stage 2: What does this experience tell you about me? Consider interests, dispositions, skills, knowledge and understanding.</p>		

<p>Stage 3: How does this link to Aistear? Consider the themes of Aistear. Provide 1-2 links (Aim and Goal) for all themes. Include Aim and Goal numbers and text.</p>	
<p>Stage 4: What will we do next to support my learning Identify the learning opportunities you will provide, ensuring you extend learning in a way that excites and interests the child/children.</p>	
<p>Stage 5: What role will the learning environment play in supporting my engagement? Consider the space and resources available and how they will be used.</p>	
<p>Stage 6: What positive behaviour strategies will be used? Consider group size, verbal praise, etc.</p>	

This resource was developed based on resources available through the ASPG.



Appendix 3: Student Feedback Form for Feedback Session with Setting Supervisor.

Feedback Session with Setting Supervisor

This form is to be filled out by the student during or after their feedback session with their setting supervisor. The setting supervisor is **not** required to fill out the form, only to give **verbal feedback** to the student

<p>General feedback Did I communicate effectively (provide necessary documentation and discuss planning)? How was my attendance and punctuality? Did I present myself suitably for working in ECE?</p>	
<p>Key advice/feedback What key advice/feedback did I receive and how did I implement it in my practice?</p>	
<p>Positives aspects of practice What do they think is going well for me?</p>	
<p>Aspects of practice to develop What do they think I should focus on going forward?</p>	

Appendix 4: Student Attendance / Activity Log

Attendance/Activity Log



Student name: _____ Year: _____

Field Placement Provider: _____

Date:	Arrival time:	Departure time:	Activities (participated in or observed)	Signed: (FPP)

Signed (student): _____

Supervisor: _____

Field Placement Provider: _____