



# Drogheda Institute of Further Education

## Teaching and Learning Policy

### MISSION STATEMENT

**‘The Institute seeks to encourage the development of the whole person in the sphere of lifelong and lifewide learning, and to facilitate the attainment of excellence in the academic/vocational areas’**

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## 1. RATIONALE

As a long established centre of teaching and learning the management and staff of Drogheda Institute of Further Education have continually sought to develop and expand our teaching and learning strategies so as to optimise the educational experiences of our diverse student population. Drogheda Institute is fortunate to have a highly skilled teaching staff coming from a range of educational backgrounds and disciplines. This has resulted in a very rich and varied approach to teaching and learning. Every individual teacher has their own unique style and a set of teaching and learning tools that they find effective. The purpose of this policy is to pool this knowledge and examples of good practice into one document so that staff can see what others find effective and may result in them adopting some new methods as part of their own practice.

## 2. RELATION TO MISSION

As part of the mission statement of Drogheda Institute of Further Education we as educators seek to encourage and promote the development of the whole person. Effective teaching and learning is a vital part of this process. We seek not only to facilitate student's acquirement of the knowledge and skills needed to progress to higher education and/or employment, but also to guide students towards recognising their own competencies and aptitudes and to develop confidence in their own abilities to progress their own learning.

## 3. AIMS

This Policy aims to:

- To provide a guideline for teaching staff with regards to how teaching and learning can be best approached in the college at all stages during the academic year i.e. during course and module preparation, module delivery and module assessment and feedback.
- To provide guidelines for teaching staff on how they can support students experiencing difficulties with course content or assessment and how additional supports can be obtained from the college's personal assistants.
- Recognise that our student population is diverse and that our teaching and learning strategies should be adapted when necessary to recognise this diversity.
- Recognise that our teaching staff come from a variety of educational backgrounds and disciplines and that each member of our staff team has something to offer in regards to how the college approaches teaching and learning.
- To ensure that our teaching and learning practices comply with the Teaching Council 'Code of Professional Conduct for Teachers (2012)'.  
Matters of professional competency are not addressed in this policy.

## 4. POLICY CONTENT

### Section 1

#### Course and Module Preparation

1.1 During each academic year subject teachers, class teachers, course co-ordinators, course administrators and heads of department will meet and review curriculum provision within major awards to ensure continued course relevancy and to inform timetable provision for the following year.

1.2 At the end of each academic year subject teachers, class teachers, course co-ordinators, course administrators and heads of department will meet to evaluate the previous year's work and agree an assignment calendar, book list and any other course requirements for the following year.

1.3 Subject teachers will prepare a scheme of work for each of the modules they teach. This scheme of work may or may not follow the order suggested in the QQI or other awarding body module descriptor, but will follow a logical sequence and tie in with the agreed assignment calendar. This scheme of work should be available should the college have a Department of Education and Skills inspection.

1.4 Individual staff members will have different approaches to completing schemes of work. They may outline areas such as (a) learning outcomes, (b) detailed course content, (c) proposed teaching methodologies and (d) methods of assessment of and for learning (see appendix 1 for sample scheme of work).

1.5 Subject teachers who teach more than one module to the same class group may decide to semestrise modules so that students have a greater sense of achievement and purpose as they progress through the year.

1.6 Class preparation leads to quality teaching and learning. Teachers are encouraged to prepare lessons diligently for example keeping in advance a daily diary of intended lesson content. Classes should be evaluated and plans altered where necessary to reflect actual reality.

1.7 Subject teachers should have high quality course materials prepared in advance of their presentation to students.

### Section 2

#### Module Delivery

2.1 Guidelines for best practice in professional conduct should be adhered to, this includes learning student names, having any notes photocopied or sent to students in advance of class, arriving on time to class and finishing class as per timetable, relating in a respectful and supportive way to all students.

2.2 Subject teachers should endeavour to use teaching methods appropriate to subject content and the learning needs of their students and refer students for additional supports where deemed necessary.

2.3 Practical classes:

- Expected learning outcomes or objectives should be explained, demonstrated and displayed at the beginning of the session so that students are clear on what they are required to do during the class.
- The roll should be called at the beginning of each class and absences noted.
- Once students begin to work the teacher should quickly do a 'round' of all students to ensure that no student is unclear of what they are expected to do.
- Teachers should endeavour to spread their time evenly between students or groups of students.
- Questioning should be used extensively to assess student understanding and learning.
- Students experiencing difficulties should be sensitively supported.

2.4 Theory Classes:

- Expected learning outcomes or objectives of the session should be explained and displayed at the beginning.
- The roll should be called at the beginning of each class and absences noted.
- Content should follow a clear and logical sequence and employ a range of effective and engaging teaching methods.
- A variety of teaching methods and resources should be employed to make content more engaging.
- Powerpoint presentations, textbooks, and typed notes can be used but teachers must not overuse these resources as students can become fatigued any one method of presentation is used too often.
- Teachers should consider the concept of the 'flipped classroom' whereby students are given the basics of a topic before class allowing higher order thinking and work to occur during class time.
- ICT should be fully utilised in the classroom suggested examples include: previously viewed video or YouTube clips, screencasts, Brainshark, TedEd and 'Explain Everything' – this list is not exhaustive.
- Relevant guest speakers are a very value resource but should be briefed and the content of their proposed presentation discussed beforehand. Subject teachers may remain present during guest speaker presentations.
- Classroom discussions should be encouraged but preparation should be made for such discussion e.g. a list of relevant questions should be prepared by the teacher before class. Unstructured discussion can result in students getting 'bogged down' in one issue resulting in little learning.
- Actual learning should always be assessed at the end of each class session. Teachers should be careful to distribute questions evenly.

## **Section 3**

### **Module Assessment and Feedback**

Students should be given every opportunity to display their knowledge and skills.

3.1 Subject teachers, class teachers, course co-ordinators, course administrators and heads of school must agree a calendar of assessment that distributes pressure points over the course of the academic year.

3.2 A realistic assessment calendar should be given to each student at the beginning of the academic year so that they can plan their work effectively.

3.3 Subject teachers must arrange their courses around the agreed assessment calendar and reinforce assessment deadlines with their students.

3.4 Subject teachers must provide clear assessment briefs to their students with clear guidelines for students on how to approach these briefs. Briefs should match assessment guidelines and marking schemes provided by module descriptors. See appendix 2 for sample brief. Students may also be given more detailed written guidelines accompanying the brief. See appendix 3 for sample.

3.5 Subject teachers should compile module examinations in accordance with module guidelines and marking schemes. Examinations should be refreshed annually and be administered and corrected in accordance with college policies.

3.6 Subject teachers must follow the college's policies on assignment submission and dealing with late assignments.

3.7 Students may be shown exemplar materials as part of the 'assessment for learning process'. They should be afforded the opportunity to 'see' what quality work is so that they know what is expected of them. Teachers should therefore keep 'quality work' from previous years as exemplar material. Permission must be sought from past students for their work to be used and all identifying material removed from it.

3.8 Students experiencing difficulties with assignments should be referred to the college Deputy Principal.

3.9 Students should be given quality feedback on assignments. This can be done in a variety of ways e.g. in writing, orally, electronically via email or by using screen casts. Feedback should always be given in a constructive and sensitive manner.

3.10 Course work can be submitted (in accordance with QQI directions) in a number of different forms. Electronic submission reduces expense and stress for students and provides a record of submission for teachers.

3.11 Teachers must submit student's work for assessment in accordance with college policy on internal and external moderation and authentication.

3.12 Teachers should encourage students to adhere the following guidelines regarding word count for assessment work. **Word count is based on the percentage weighting indicated in the module descriptor. 1000 words per 10% weighting.**

This teaches students to be concise with their work and discourages students from presenting large sections of information taken too directly from secondary sources.

## **Section 4**

### **Relationship between this policy and the Teaching Council 'Code of Professional Conduct for Teachers (2012)'**

The following sections of the Teaching Council 'Code of Professional Conduct for Teachers (2012)' apply directly to this policy on teaching and learning.

#### **4.1 Professional Values and Relationships**

##### **Teachers should:**

- be caring, fair and committed to the best interests of the students entrusted to their care, and seek to motivate, inspire and celebrate effort and success
- acknowledge and respect the uniqueness, individuality and specific needs of students and promote their holistic development
- be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future.
- seek to develop positive relationships with students, colleagues, parents/guardians (where appropriate) college management and others in the college community, that are characterised by professional integrity and judgement

#### **4.2 Professional Integrity**

##### **Teachers should:**

- avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on students.

#### **4.3 Professional conduct**

##### **Teachers should:**

- communicate effectively with students, colleagues, parents/guardians (appropriate), college management and others in the college community in a manner that is professional, collaborative and supportive, and based on trust and respect
- ensure that any communication with students, colleagues, parents/guardians (where appropriate), college management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites

#### **4.4 Professional Practice**

##### **Teachers should:**

- maintain high standards of practice in relation to student learning, planning, monitoring, assessing, reporting and providing feedback
- apply their knowledge and experience in facilitating students' holistic development
- plan and communicate clear, challenging and achievable expectations for students
- create an environment where students can become active agents in the learning process and develop lifelong learning skills
- develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all students
- inform their professional judgement and practice by engaging with, and reflecting on, student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation
- in a context of mutual respect, be open and responsive to constructive feedback regarding
- their practice and, if necessary, seek appropriate support, advice and guidance
- act in the best interest of students.

#### **4.5 Professional Development**

##### **Teachers should:**

- take personal responsibility for sustaining and improving the quality of their professional practice by:
- actively maintaining their professional knowledge and understanding to ensure it is current
- reflecting on and critically evaluating their professional practice, in light of their professional knowledge base
- availing of opportunities for career-long professional development.

#### **4.6 Professional Collegiality and Collaboration**

##### **Teachers should:**

- work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for students
- work in a collaborative manner with students, parents/guardians (where appropriate), college management, other members of staff, relevant professionals and the wider college community, as appropriate, in seeking to effectively meet the needs of students
- cooperate with the Inspectorate of the Department of Education and Skills and other statutory and public non-statutory educational and support services, as appropriate
- engage with the planning, implementation and evaluation of curriculum at classroom and college level.

## 5. ROLES AND RESPONSIBILITIES

1. The Board of Management will approve the policy and ensure its development and evaluation.
2. The Principal and Deputy Principal will be responsible for the dissemination of the policy.
3. The College's Teaching and Learning Policy will form part of the induction programme for new teaching staff and shall be included in the staff handbook.
4. It is the responsibility of all teaching staff to read this policy carefully.
5. It is the responsibility of all teaching staff to regularly evaluate their own approaches to teaching and learning and to carefully consider any new approaches or methodologies that they feel may enhance their student's experiences.

## 6. REVIEW AND EVALUATION

The effectiveness of this policy will be monitored by the Principal and Deputy Principal.

The policy will be reviewed annually or as needs dictate during the academic year.

## Appendix 1

### Sample Scheme of Work

Human Growth and Development – QQI level 5

Teacher: Jane Bloggs

3 hours per week – 26 weeks

Academic Year 2015/16

Week no.	Content	Method
<b>Child Psychology</b>		
1	<ul style="list-style-type: none"><li>• Introduce course – outline broadly what will be covered i.e. psychology of childhood, adolescence, adulthood and old age.</li><li>• Outline assessment criteria</li><li>• Begin child development – outline areas of development – physical, cognitive, language, social and emotional – explain that each area will be dealt with in a similar fashion i.e. stages of, any relevant theories.</li></ul>	<ul style="list-style-type: none"><li>• Use of power-point and explanation – take questions</li><li>• Refer to course calendar for assignment submission dates</li><li>• Explain what each one means – refer to summary handout</li></ul>
2	<ul style="list-style-type: none"><li>• Pregnancy and birth</li><li>• Health during pregnancy- Factors that contribute to during pregnancy and also problems during pregnancy</li><li>• Foetal alcohol syndrome</li></ul>	<ul style="list-style-type: none"><li>• Use of 20 minute video clip – pregnancy and birth</li><li>• Brainstorm – factors that can contribute to a healthy pregnancy/unhealthy pregnancy</li><li>• Power point presentation</li><li>• Handout on FAS (extra reading)</li></ul>

Week no.	Content	Method
3	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Physical development –gross motor and fine motor skills</li> <li>• Gross motor skills</li> <li>• Modern toys and games that promote gross motor skills</li> <li>• Toys and games played in the past that promoted gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Explain difference between gross and fine motor skills – give examples, ask for other examples</li> <li>• Power point presentation physical development 0-4years</li> <li>• Handout - Mary D. Sheridan (extra reading)</li> <li>• Use of Smyth’s catalogues</li> <li>• Ask participants to think of toys and games they had that promoted gross motor skills (worksheet – followed by discussion)</li> </ul>
4	<ul style="list-style-type: none"> <li>• Fine motor skills</li> <li>• Toys and activities that promote fine motor skills in modern society and in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Use of hand out - Mary D. Sheridan</li> <li>• Brainstorm</li> <li>• Use of Smyth’s catalogue</li> <li>• Ask participants to think of toys and games they had that promoted fine motor skills (worksheet followed by discussion)</li> </ul>
5	<p><b>Cognitive development</b></p> <ul style="list-style-type: none"> <li>• Cognitive development – Piaget – an overview</li> <li>• Define terms used by Piaget – schema, concepts, assimilation, accommodation, operations</li> <li>• Looking at some of Piaget’s experiments – conservation of volume, mass, length and number</li> </ul>	<ul style="list-style-type: none"> <li>• Power-point presentation and explanation</li> <li>• Questions and answers session</li> <li>• Handout – for reading at home (P.460-468 Malim &amp; Birch)</li> <li>• Video clip (Piaget’s experiments)</li> <li>• Discussion – question and answer session to check understanding</li> </ul>

Week no.	Content	Method
6	<p>List Piaget's 4 stages of cognitive development</p> <p>Outline each stage in detail</p> <p>Criticisms of Piaget</p>	<ul style="list-style-type: none"> <li>• Power-point and explanation – discuss with relation to experience with students own children/children in the workplace.</li> <li>• Examine pages from Primary school Maths books – Piaget theory to practice</li> <li>• Read short essay on the work of Margaret Donaldson critiquing his work – discuss</li> <li>• Group discussion (a) Outline Piaget's theory of cognitive development (b) Explain some criticisms of his theories.</li> <li>• Small groups work on sample question on Piaget – file in 'Exam preparation folder'.</li> </ul>
7	<p><b>Language development</b></p> <ul style="list-style-type: none"> <li>• Theories of language development (Chomsky)</li> <li>• Stages of language development</li> <li>• Promotion of language development</li> </ul> <ul style="list-style-type: none"> <li>• Communicating in other ways e.g. drawing – stages in children's drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Discussion</li> <li>• Participants draw on own memories of their own children learning to talk – discuss this</li> <li>• Dr Seuss series samples – participants examine</li> </ul> <ul style="list-style-type: none"> <li>• Handout and examine real drawing samples</li> </ul>

Week no.	Content	Method
8	<ul style="list-style-type: none"> <li>• Language delay – common causes</li> <li>• Autism</li> </ul>	<ul style="list-style-type: none"> <li>• Handout with discussion</li> <li>• Powerpoint presentation with discussion</li> <li>• Short video clip – Primetime Investigates – Autism</li> <li>• Guest speaker – parent of child with Autism</li> </ul>
9	<ul style="list-style-type: none"> <li>• Literacy difficulties</li> <li>• Understanding dyslexia</li> <li>• Resources for the promotion of literacy – word shark and Reading Recovery</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion about effects of having literacy difficulties in educational system</li> <li>• Power-point presentation and discussion</li> <li>• Handout to read at home (from Understanding special needs)</li> <li>• Demonstrate use of wordshark</li> <li>• Brief overview of ‘Reading Recovery Programme’ – PP presentation and examination of Reading Recovery materials</li> </ul>
10	<p><b>Emotional development</b></p> <ul style="list-style-type: none"> <li>• Attachment theory</li> <li>• Work of Harry Harlow – Rhesus monkeys</li> <li>• Sample question on attachment theory</li> </ul>	<ul style="list-style-type: none"> <li>• Power-point presentation – discussion</li> <li>• Implications for childcare practices and arrangements – discussion/note taking</li> <li>• Power-point, explanation – discussion – application to real life</li> <li>• Harlow’s Experiments – (reading for home) from ‘Opening Skinner’s Box’ – by Lauren Slater</li> <li>• Class work on sample question on attachment. Group discussion.</li> </ul>

<b>Week no.</b>	<b>Content</b>	<b>Method</b>
<b>11</b>	<b>Freud</b> <ul style="list-style-type: none"> <li>• Conscious, pre-conscious and unconscious mind</li> <li>• Id, ego and superego</li> <li>• Psychosexual stages</li> <li>• Defence mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Power-point presentation – explanation, discussion, questions and answer sessions</li> <li>• Case studies – which defence mechanisms are at play?</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>• Freud – sample question</li> <li>• Promoting emotional development</li> </ul>	<ul style="list-style-type: none"> <li>• Class work on sample question on Freud. Group discussion.</li> <li>• Brainstorm, handout and discussion</li> </ul>
<b>13</b>	<b>Social and moral development</b> <ul style="list-style-type: none"> <li>• Socialization – definitions</li> <li>• Work of Bandura – observational learning theory</li> <li>• ADHD</li> <li>• Parenting styles (Diana Baumrind)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of white board, note taking</li> <li>• Power-point - video clip – (bo-bo doll)</li> <li>• Video clip and explanation of the condition</li> <li>• Handout, discussion on own beliefs about parenting</li> </ul>
<b>14</b>	<ul style="list-style-type: none"> <li>• Gender identity and the development of gender roles</li> <li>• Work of Skinner – behaviourism</li> </ul>	<ul style="list-style-type: none"> <li>• Power point presentation discussion</li> <li>• DVD - Nanny 911 – application of skinner's work</li> <li>• Extra reading on Skinner (for home) from 'Opening Skinner's Box' – by Lauren Slater</li> <li>• Ask class to revise notes on Autism from week 8 – for assignment after Christmas</li> </ul>
<b>Christmas Holidays</b>		
<b>15</b>	Case study 1 – Autism	<ul style="list-style-type: none"> <li>• Recap on principle points – autism</li> <li>• Watch short video clip of child with autism taking part in ABA programme</li> <li>• Watch clip of child with autism using Guide dog</li> <li>• Present brief – remind of college assignment policy – emphasis on deadline</li> <li>• Discuss how assignment should be best approached</li> </ul>

<b>Week no.</b>	<b>Content</b>	<b>Method</b>
<b>16</b>	Assignment work – case study	Students work out individual plans for assignment – assist and advise
<b>Psychology of Adolescence and Early Adulthood</b>		
<b>17</b>	<ul style="list-style-type: none"> <li>• Adolescence – physical development</li> <li>• Implications of early and late maturation on both girls and boys</li> <li>• Social and emotional development – implications of childhood experiences, family and peer relations, gender and societal influences</li> <li>• Work of Erickson</li> </ul>	<ul style="list-style-type: none"> <li>• Outline stages of physical development during adolescence - Power point</li> <li>• Handout, Discussion</li> <li>• Power-point, explanation, discussion – question and answer session</li> </ul>
<b>18</b>	<ul style="list-style-type: none"> <li>• Problems during adolescence – deviant behaviour</li> <li>• Effect of common drugs on physical, emotional and intellectual health</li> <li>• How parents can help prevent problem behaviour occurring</li> <li>• Eating disorders – anorexia and bulimia</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and record thoughts of class</li> <li>• Handout – read and discuss</li> <li>• Video clips – case studies – <a href="http://www.drugsfreeworld.org">www.drugsfreeworld.org</a></li> <li>• Brainstorm, record on board – note take</li> <li>• Handout – read and discuss</li> </ul>
<b>19</b>	Assignment work  Assignment due at end of week	Students work on assignment – assist and advise
<b>20</b>	<ul style="list-style-type: none"> <li>• Psychology of addiction - particularly work of Bruce Alexander</li> <li>• Effects of alcohol misuse on family</li> </ul>	<ul style="list-style-type: none"> <li>• Power-point presentation, explanation, discussion, questions and answers.</li> <li>• Extra reading 'Rat Park' – from 'Opening Skinner's Box' – by Lauren Slater</li> <li>• Watch movie – shattered spirits – discuss</li> <li>• Handout – effects of parental alcohol misuse</li> </ul>

Week no.	Content	Method
21	<ul style="list-style-type: none"> <li>• Safe alcohol guidelines</li> <li>• Supports for those affected by alcohol misuse</li> <li>• Services available for young people involved with drugs and alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Handout – discussion – Irish culture</li> <li>• Investigate – use for assignment</li> <li>• Guest speaker – HSE Addiction service</li> </ul>
22	<ul style="list-style-type: none"> <li>• Case study 2 – addiction</li> <li>• Maslow’s hierarchy of needs – how this relates to adulthood</li> <li>• Assignment work</li> </ul>	<ul style="list-style-type: none"> <li>• Present case study and discuss how to approach</li> <li>• Copy of hierarchy</li> <li>• Students work out individual plans for assignment – assist and advise</li> </ul>
<h2 style="color: green;">Psychology of Middle and Late Adulthood</h2>		
23	<ul style="list-style-type: none"> <li>• <b>Adulthood</b> – stages of</li> <li>• Psychology of relationships – friendships and sexual relationships – look at issue from variety of perspectives</li> <li>• Stages of divorce, possible effects</li> </ul>	<ul style="list-style-type: none"> <li>• Power-point presentation, explanation, discussion, questions and answers</li> <li>• Power-point, explanation, discussion, questions and answers</li> </ul>
24	<p><b>Late adulthood</b></p> <ul style="list-style-type: none"> <li>• senescence</li> <li>• cognitive functioning in late adulthood</li> <li>• stereotypes of the elderly</li> <li>• cultural variations in attitudes to the elderly</li> <li>• Erickson’s theory re. old age</li> <li>• Successful adjustment to ageing</li> <li>• Retirement process (Atchley stages of retirement)</li> </ul>	<ul style="list-style-type: none"> <li>• Power point, discussion</li> <li>• Sample exam question – done in class</li> </ul>

Week no.	Content	Method
25	Death and Bereavement <ul style="list-style-type: none"> <li>- Kübler-Ross (stages of dying)</li> <li>- Care of the dying</li> <li>- Bereavement – stages of Bowlby, Cavanagh</li> </ul> Sample exam question	Handout, discussion, questions  Class discuss and construct sample answer as a group
26	Exam preparation	Use of past papers – group work  One to one work assistance

Appendix 2

Sample Assignment Brief

**Child Development (5N1764)**

**Assignment (30%)**

**Word Count – 3000 words**

For this assignment you are required to plan, implement, evaluate and make recommendations with regards to a developmentally appropriate and beneficial play activity/experience for a child or group of children. You are required to present

1. Observation of the child/children prior to planning the activity in order to assess their development and learning needs (5 marks)
2. Planning of the activity (4 marks)
3. Implementation of the activity (2 marks)
4. Evaluation of the impact of the play activity on the child/children's development and learning with reference to relevant research/theory (15 marks)
5. Recommendations regarding how the activity could be (a) better planned and/or implemented and (b) followed up on with future activities (4 marks)
6. Evaluation of your role in supporting the needs of the child/children with reference to relevant research/theory (15 marks)
7. Explanation and evaluation of how you're chosen play activity links to Aistear's four themes i.e. well-being, identity and belonging, communication, exploring and thinking. (15 marks)

Due date: \_\_\_\_\_ Date of Submission \_\_\_\_\_

This is my own work.

Signature of Student: \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_

I have been given written/verbal feedback on this assignment

Signed: \_\_\_\_\_

Student

Date

## Appendix 3

### Sample Guidelines Accompanying Brief (Appendix 2)

#### **1. Observation of the child/children prior to planning the activity in order to assess their development and learning needs (5 marks)**

For this part of the assignment you need to carry out one observation which looks at your chosen target/child or children's holistic development. It is probably easiest to carry out an observation using the narrative method as this method is suitable for observing all areas of development i.e. physical, intellectual/cognitive, language, social and emotional.

#### **2. Planning of the activity (4 marks)**

Here you should introduce your activity with an aim, objectives and a rationale. You should then describe how you planned for your activity. Explain how you consulted with adult in a supervisory role before undertaking the activity, mention any advice or guidance you were given. What preparations you did make beforehand, what equipment did you gather? Under planning outline any health and safety factors that you had to investigate or consider.

#### **3. Implementation (2 marks)**

Here you describe in a step by step fashion how you plan to carry out the activity. For students starting out this is an important step. Writing out the implementation like this will alert you to any factors that you need to consider e.g. extra equipment required etc.

#### **4. Evaluation (15 marks)**

This section is worth a lot of marks it therefore should be done to the best of your ability. As with any evaluation – the following structure should be followed:

##### ***1st paragraph - Introduction***

- Restate the aim of your activity
- State whether you think your aim was achieved and generally why you think this.
- If there was anything that went particularly well or indeed badly mention it here also.

##### ***Middle section (1-2 paragraphs)***

- Make 3 or 4 strong points regarding how the activity actually went. Each point you make should be backed up with a piece of theory or research.

##### ***Last paragraph conclusion***

- (a) Restate your aim, (b) restate whether you feel it was achieved or not and then (c) briefly recap on the main points of your evaluation again.

**5. Recommendations** regarding how the activity could be (a) better planned and/or implemented and (b) followed up on with future activities (4 marks)

In this section you should make specific recommendations. Good marks will not be awarded for general statements e.g. I could have planned the activity better. Be specific e.g. I did not have enough scissors, the children became very impatient waiting for their turn and many became distracted and lost interest.

**6. Evaluation of your role** in supporting the needs of the child/children with reference to relevant research/theory (15 marks)

Again there are a substantial number of marks going for this section. You should structure this evaluation, much like you did the evaluation in part 4 above. Be sure to refer to theory. Ask yourself what characteristics of a good early years' practitioner did you display while carrying out this activity? Also of course outline any areas where you feel you could improve upon.

**7. Explanation and evaluation of how you're chosen play activity links to Aistear's four themes i.e. well-being, identity and belonging, communication, exploring and thinking. (15 marks)**

For this section you need to download and read Aistear's principles and themes booklet - <http://www.ncca.biz/Aistear/>. You need to pick out relevant themes, aims and learning goals within this document and explain and evaluate in detail how your activity helps achieve these themes, aims and learning goals.

**Note: As with all assignments you normally include a title page and table of contents. You also need to include evidence that you actually carried out the activity for example:**

- A signed statement by your workplace supervisor
- Photos (you will need to get permission to do this and children's faces should not be shown)
- Samples of children's work - no surnames should be written on work