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| **Minor Award Name** | Childhood Social Legal and Health Studies |
| **Minor Award Code** | 6N1945 |
| **Level** | 6 |

**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| **Aistear - Early Childhood Curriculum Framework for children from birth to six years in Ireland** | e-book | Essential reading - Aistear  | National Council for Curriculum and Assessment (NCCA) | <http://www.ncca.biz/Aistear/> |
| **Síolta** | eManuals | Essential reading - Síolta, the National Quality Framework for Early Childhood Education in Ireland is designed to define, assess and support the improvement of quality across all aspects of practice in Early Childhood Care and Education (ECCE) settings where children aged birth to six years are present. | Síolta was developed by the Centre for Early Childhood Development and Education on behalf of the Department of Education and Skills | <http://siolta.ie/> |
| **Child Care (Pre-School Services) Regulations** | Online document | Child Care (Pre-School Services) (No 2) Regulations 2006 and Child Care (Pre-School Services) (No 2) (Amendment) Regulations 2006.  | Published by the Stationery Office, Dublin  | <http://www.dcya.gov.ie/documents/publications/Child_Care_Pre-_School_Services_Regs_2006.pdf>  |
| **Childhood Social Legal and Health Studies** | Book | A guide to ECCE setting with a particular focus on social-, legal- and health-related issues within an Irish context. Discusses the emergence of the childcare profession and the legislation and policies that govern it, links child protection thinking and concepts directly to childcare practice. Overviews equality and diversity practice and defines child health and well-being, discussing them in the context of current policy, legislation, research and Síolta standards. Includes an overview of the professional practitioner. | Authors: O’Brien, E.Z. & Prangnell, M. (2015). Published by: Gill & MacMillan | <http://www.gillmacmillan.ie/childcare/childcare/childhood-social-legal--health-studies> |
| **Siolta Standard 15: Legislation and Regulation** | Online document | This research digest discusses the importance of being compliant with legislation and regulations. | Siolta Research Digest. Standard 15 Legislation and Regulation. CECDE | <http://siolta.ie/media/pdfs/Research%20Digest%20-%20Legislation%20and%20Regulation.pdf> |
| **Factors in children’s health and wellbeing** | Online document | This is a detailed and comprehensive document outlining the development of child well-being indicators and factors which underpin the National Children’s Strategy (2000) and understood within a holistic vision of children and their lives. It contains risk and protective factors across domains of child, family, community and culture. | Hanafin & Brooks, 2005,Report on the Development of a National Set of Child Well-Being Indicators in Ireland | <http://www.dcya.gov.ie/documents/research/ReportonDevelopmentWelBeingIndicators.pdf> |
| **Parental involvement: the role of childcare providers**  | Online document | Includes the rationale for parents’ involvement, barriers and ensuring the inclusion of all. Methods as to how to include parents and approaches to evaluation are detailed. | Parental involvement - A handbook for childcare providers. Published by Barnardos (2006) | <http://www.barnardos.ie/assets/files/publications/free/parental_involvement.pdf> |
| **Strengthening families – policy considerations and the role of ECCE.** | Online document | This document was a submission on the part of the CECDE outlining the importance of family and their role in the education and care of children and how this could be supported within the ECCE setting. | Centre for early Childhood development and education (Cecde, 2004), *Strategy for Strengthening Families* | [http://www.cecde.ie/english/pdf/Policy%20Submissions/Strategy%20for%20Strengthening%20Families,%20September%202004.pdf](http://www.cecde.ie/english/pdf/Policy%20Submissions/Strategy%20for%20Strengthening%20Families%2C%20September%202004.pdf) |
| **Health as a factor in wellbeing: nutrition guidelines** | Online booklet | This document contains food and nutrition guidelines for Pre-school services, the importance of good nutrition is central to children’s well-being and these guidelines are essential to all childcare practitioners. | Health Promotion Unit, *Food and Nutrition Guidelines for Pre-School Services* | <http://health.gov.ie/wp-content/uploads/2014/03/Food-and-Nutrition-Guidelines-for-Pre-School-Services.pdf> |
| **Supporting the needs of children within ECCE** | Online document | Overviews within Aistear framework how best to meet the needs of children through relationships. This document offers practical suggestions across age ranges and the pillars of Aistear on how to support learning and development.  | Aistear – Learning and developing through interactions.National Council for Curriculum and Assessment (NCCA) | <http://www.ncca.biz/Aistear/pdfs/Guidelines_ENG/Interactions_ENG.pdf> |
| **Building partnerships between parents/guardians and practitioners** | Online document | This Aistear document outlines what we mean by partnership and discusses how to build and support partnerships between parents and practitioners. | National Council for Curriculum and Assessment (NCCA) | <http://www.ncca.biz/Aistear/pdfs/Guidelines_ENG/Practitioners_ENG.pdf> |
| **‘Children First’**  | Online document | Children First is National Guidance that promotes the protection of children from abuse and neglect. It states what organisations need to do to keep children safe, and what different bodies and the general public should do if they are concerned about a child's safety and welfare. | 2011 Department of Children and Youth Affairs | <http://www.dcya.gov.ie/documents/Publications/ChildrenFirst.pdf> |
| **‘Our Duty to Care’** | Online document | This document, which has been named Our Duty to Care, is aimed at community and voluntary organisations of any size or type that provide services for children. It offers guidance on the promotion of child welfare and the development of safe practices in work with children. | Department of Health and Children | <http://www.dcya.gov.ie/documents/publications/ODTC_Full_Eng.pdf> |
| **Overview of abuse, its reporting and forms** | Website | Overviews definitions of abuse, reporting and necessary forms. | Tulsa: Child and Family Agency | <http://www.tusla.ie/services/child-protection-welfare/> |
| **Responding to disclosures and their reporting.** | Online | A comprehensive overview including definitions of abuse, how to respond to disclosures and the reporting of suspected cases. Relevant policy and legislation involved in child protection are covered too. | Barnardos (2010). Child Protection: Information Pack | <http://www.barnardos.ie/assets/files/Advocacy/Child%20Protection%20Pack%20July%202011.pdf> |
| **Child and Family Act 2013** | Website | Tulsa, is the agency established to coordinate early years services and child protection. The webpage contains the remit of the Act. | Tulsa: Child and Family Agency | <http://www.tusla.ie/about> |
| **Child Care (Pre-School Services) Regulations 2006** | Online document | Child Care (Pre-School Services) (No 2) Regulations 2006 and Child Care (Pre-School Services) (No 2) (Amendment) Regulations 2006.  | Published by the Stationery Office, Dublin  | <http://www.dcya.gov.ie/documents/publications/Child_Care_Pre-_School_Services_Regs_2006.pdf>  |
| **Information on pre-school inspectorate and operating procedures**  | WebsiteOnline documents | Comprehensive guide to pre-school Inspectorate and standard operating procedures as laid out under legislation | Tulsa: Child and Family Agency | <http://www.tusla.ie/services/preschool-services> |
| **Policy, legislation and best practice - its implications for ECCE settings** | book | Comprehensive overview of policy background in relation to ECCE; legislation, regulation health and welfare; policies and procedures relevant to ECCE setting. | Supporting Quality: Book 1. Guidelines for best practice in early childhood services – policy and governance.Barnardos, Ireland | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/supporting_quality_3rd_ed._book_1.html> |
| **review of national social policy relating to children, their families and ECCE sector**  | Online document | Very accessible overview of policies relating to ECCE | Hayes, N., McGrath, D.: Making connections: a review of international policies, practices and research relating to quality in early childhood care and education. (CECDE) | <http://siolta.ie/handbook_section1.php> |
| **Evolution of education and childcare including policies and its impact.** | Conference presentation | Discusses evolution of how education and childcare have become interlinked, the policies since 1990s that have shaped this and its impact on ECCE. | Walsh, T. and Kiernan, G.(2004). When Two are One: The Changing Nature of Early Childhood Care and Education in Ireland. CECDE: Dublin  | <http://www.cecde.ie/english/pdf/conference_papers/When%20Two%20Are%20One.pdf> |
| **Overview of the UNCRC and Ireland’s implementation of it** |  | Offers an overview of the UNCRC including a video and discusses the UNCRC and Ireland’s implementation of it (click on heading to the side of this webpage) | The United Nations Convention on the rights of the child. Children’s Rights Alliance | <http://childrensrights.ie/childrens-rights-ireland/un-convention-rights-child> |
| **Children’s rights and ECCE in Irish policy** | Conference paper | Discusses the construction of knowledge about children’s rights and ECCE in Irish early childhood policy, includes overview of early policy. | Kiersey, R. & Hayes,N. The discursive construction of ‘children’ and ‘rights’ in Irish Early Childhood Policy. Paper presented at the 20th EECERA Conference, Knowledge and voice in early childhood, Birmingham, UK, September 6th, 2010.  | <http://arrow.dit.ie/cgi/viewcontent.cgi?article=1009&context=csercon> |
| **The role of UNCRC in children’s needs and rights** | paper | This paper presents an argument for considering the UNCRC as an organisational framework to foreground children’s issues and to highlight the unique nature of children’s needs and rights | Children’s Rights - Whose right? A review of child policy development in Ireland, Hayes, N. 2002 | <https://www.tcd.ie/policy-institute/assets/pdf/BP9_Children_Hayes.pdf> |
| **How to devise policies in ECCE settings**  | book | These books are designed to help childcare services to develop clear written policies included: what policies are needed and give step-by-step guidelines as to how best to develop, implement and review these policies. They also provide an update on some of the more recent developments in the early years sector. The accompanying CDs include policy templates. | A Practical Guide to Developing Childcare Policies Set: Barnardos. | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/a-practical-guide-to-developing-childcare-policies-set.html> |
| **Guide to developing childcare policies** | Online document | Very straightforward and useful outline of all policies, procedures, records and full compliance with childcare, health and safety and employment. In addition to the essential legal requirements this guide also highlights additional paperwork that should be kept to ensure best practice. | Childcare Paperwork Checklist: Wexford County Childcare Committee | <http://www.wexfordchildcare.ie/file/wxccc%20paper%20check%20list.pdf> |
| **Legal requirements involved in operating a childcare service.** | Online document | The aim of this guide, therefore, is to highlight the many legal requirements to be followed by those operating a childcare service.  | Operating a Childcare Service: A guide to key legislation. Clare County Childcare Committee. | <http://www.clarechildcare.ie/zdocs%5CLegal%20Booklet%20%282%29.pdf> |
| **Siolta Standard Identity and Belonging** | Online document | This research digest relates to identity formation and how to support and promote it in childcare. Includes additional sources. | Siolta Research Digest. Standard 14 Identity and Belonging. CECDE | <http://siolta.ie/media/pdfs/Research%20Digest%20-%20Identity%20and%20Belonging.pdf> |
| **Equality and Diversity Guidelines (OMC)** | Online document | Within the Equality and Diversity Guidelines for Childcare, gender factors are described (p.37). An important document as it relates to many aspects of identity and how best to support it. | Office of the Minister for Children (2006). Diversity and Equality Guidelines for ChildcareProviders.  | <http://www.dcya.gov.ie/documents/childcare/diversity_and_equality.pdf> |
| **Equality and diversity in ECCE settings** | Online document | This training pack includes legislation and policy pertinent to equality and diversity, different groups of children and diversity in early years education with practical suggestions. | Information Pack: Diversity (2002). Barnardos’ Training and Resource Centre | <http://www.barnardos.ie/assets/files/information-pack/Diversity_IP.pdf> |
| **Multicultural books for use in ECCE** | website | Specifically focused on Ireland, provides accessible information about books and book-related projects related to multiculturalism | A Guide to Multicultural Books for Children. Dublin: IBBY Ireland | <http://www.ibbyireland.ie/publications/14-cross-currents-a-guide-to-multicultural-books-for-young-people> |
| **Siolta Standard 11: Professional Practice** | Online document | Siolta is the policy relating to quality in childcare. This digest overviews the development of professional practice including the values and principles involved and the use of reflective practice. Bibliography of additional sources included. | Siolta Standard 11: Professional Practice. Produced by the CECDE. | <http://siolta.ie/media/pdfs/Research%20Digest%20-%20Professional%20Practice.pdf> |
| **Professionalism in Practice** | Conference proceedings | This document is extensive, a section of it relates to ‘Professionalism in Practice’ containing several articles of relevance. | Vision into Practice: Conference Proceedings on making quality a reality in the lives of children (2007). Edited by Sharon O’Brien, Peadar Casey and Heino Schonfeld  | <http://www.cecde.ie/english/pdf/Vision%20into%20Practice/Vision%20into%20Practice.pdf> |
| **Resource for gender conscious ECCE settings** | Resource document | This practical document outlines how to create a more gender neutral and equitable environment in ECCE settings. It discusses the importance of practitioner’s own self- awareness and then offers guidance and examples on best practice | Abril P., et al. (2008) Gender Loops Toolbox for gender-conscious and equitable early childhood centres | <http://www.genderloops.eu/docs/toolbox.pdf> |
| **Reflective Practice, its use in Early Years** | Online document | Outlines and discusses the use of reflective practice as central to the childcare practitioner including why it is important, its role in childhood learning and development and as a tool to assess their own values. | ‘Reflective Practice’Authored for the Department of Education and Early Childhood Development  by Louise Marbina, Amelia Church & Collette Tayler | <http://webcache.googleusercontent.com/search?q=cache:X8VaXPpqg6sJ:www.education.vic.gov.au/Documents/childhood/providers/edcare/evidpaperreflective.docx+&cd=2&hl=en&ct=clnk&gl=ie> |
| **Interactions as best practice** | book | This book aims to support early childhood practitioners to explore current theory and best practice on the central core role of their profession. | Quality Child-Adult Interactions in the early years. Barnardos. | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/quality-adult-child-interactions-in-early-years-services.html> |
| **Continuing Professional Development** | Book and CD toolkit | An essential resource for practitioner CPD. This resource includes: Understanding Myself and My Learning Better, My Learning Needs and Planning Your CPDWorksheets. | Your Learning and Development - Continuing Professional Development (CPD) Barnardos  | <http://www.barnardos.ie/resources-advice/publications/publications-to-buy/your-learning-and-development.html> |
| **Professionalism in the early years.** | Book | A more general and theoretical approach to understanding the role of professionalism. | Miller, Linda.., Cable, Carrie.. 2008, Professionalism in the Early Years, Hodder Arnold. | <http://www.amazon.co.uk/Professionalism-Early-Years-Linda-Miller/dp/0340948345> |
| **Professional Development in Early Childhood Programs: Process Issues and Research Needs** | Journal article | A more theoretical based discussion on professionalism in Early Years. Issues on professional development, including considerations of professional development processes, participant characteristics, relationships are discussed | Professional Development in Early Childhood Programs: Process Issues and Research NeedsSusan M. Sheridan , Carolyn Pope Edwards , Christine A. Marvin , Lisa L. Knoche. Early Education and Development  Vol. 20(3), 2009 | <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2756772/> |
| **Overview of professional pedagogy including reflection** | Online document | This covers transition, professional and personal development and assessment. | Professional Pedagogy for Early Childhood Education by Avril McMonagle. Published by DCCC (2012) | <https://www.pobal.ie/Publications/Documents/EOCP%20Professional%20Pedagogy%20for%20Early%20Childhood%20Education.pdf> |
| **Anti-discriminatory practice in early years settings**  | Online document | A comprehensive guide to all aspects of anti-discriminatory practice from policy and how to develop them to practical to diversity strategies. Also includes a discussion on why anti-discriminatory practice is so important including bias, prejudice and a self-assessment questionnaire | Willoughby, M. (2004). Every Child Matters: Developing Anti-Discriminatory Practice in Early Childhood Services. Dublin: Barnardos' National Children's Resource Centre. | [http://www.barnardos.ie/assets/files/publications/free/Every%20Child%20Matters(1).pdf](http://www.barnardos.ie/assets/files/publications/free/Every%20Child%20Matters%281%29.pdf) |
| **Reflective Practice in ECCE** | Online document | Discusses what reflective practice is and its central importance to early childhood learning, development and teaching. | Victorian Early Years Learning and Development Framework, Evidence Paper Practice Principle: Reflective Practice.Authored for the Department of Education and Early Childhood Development  by Louise Marbina, Amelia Church & Collette Tayler | <http://www.education.vic.gov.au/Documents/childhood/providers/edcare/evirefprac.pdf> |
| **Values and Principles, professionalism and Siolta** | Online document | This research digest discusses professional development, reflective practice and values and principles and their place in ECCE. How best to implement these are also discussed. | Siolta Research Digest. Standard 11 Professional Practice. CECDE | <http://siolta.ie/media/pdfs/Research%20Digest%20-%20Professional%20Practice.pdf> |
| **Professionalism in ECCE** | Conference proceedings | This document is extensive, a section of it relates to ‘Professionalism in Practice’ containing several articles of relevance.  | Vision into Practice: Conference Proceedings on making quality a reality in the lives of children (2007). Edited by Sharon O’Brien, Peadar Casey and Heino Schonfeld | <http://www.cecde.ie/english/pdf/Vision%20into%20Practice/Vision%20into%20Practice.pdf> |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| Early Childhood Ireland | <http://www.earlychildhoodireland.ie/>  |
| Barnardos | <http://www.barnardos.ie/>  |
| National Council for Curriculum and Assessment (NCCA) | [www.ncca.ie](http://www.ncca.ie)  |
| Quality and Qualifications Ireland (QQI) | <http://www.qqi.ie/>  |
| Further Education Support Service (FESS) | [www.fess.ie](http://www.fess.ie)  |
| Childminding Ireland | <http://www.childminding.ie/>  |
| [Forbairt Naíonraí Teo](http://www.naionrai.ie/)   | <http://www.naionrai.ie/>  |

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