

Module Title:	Pan European Childcare & Education
Module Code:	BAEY04H/BAEY44H/BAEY24H/BAEY14H
Level:	6
Credits:	15
Pre-requisites:	None

Module Description:

Being a part of the European Union has meant that many barriers to the movement of the labour force have been lifted. When adults take advantage of these possibilities the children of these workers may find themselves in very different care and education settings from those they have come from. And theoretically graduates in early years education could themselves seek employment in the early years settings of other countries. So what can other systems tell us? By researching the care and education of the under eights in other European countries students can compare and contrast the different experiences of young children and consider the implications for our own best practice. As yet there is very little published comparative information, so students' research skills will be exercised.

Indicative Content:

- Exploration of the nature, size and make-up of the EC
 - Investigations into the early years child care & education systems of member countries
 - Critical analysis of similarities and differences between early years child care & education systems
 - Relating systems to known educational theories on early years child care & education
 - Relating systems to known psychological perspectives on early years child care & education
 - Relating systems to known sociological perspectives on early years child care & education
 - Analysis of the strengths and weaknesses of different systems
 - Debates on possible harmonisation strategies
 - Analysis of the implications for children who may move between systems
 - Analysis of the implications for child care workers who may move between systems
 - Debates on future EC expansion and the implications for child care systems
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Specific Learning Resources:

Bibliography

Please note most of your information will come via researching and reading papers via Athens.

Highly Recommended

Taylor, J., Bond, E. and Woods, M. (eds) (2013) [*Early Childhood Studies: a multidisciplinary and holistic introduction*](#), 3rd edition, London: Hodder Education

Hagemann, K., Konrad, H., Allermann Ghionda, C. and Allermann Ghionda, J. (eds) (2011) [*Children, Families and States*](#), Berghahn Books

Scheiwe, K. and Willekens, H. (eds) (2009) [*Childcare and Preschool Development in Europe: institutional perspectives*](#), Basingstoke: Palgrave Macmillan

Journal

[*Children in Europe*](#)

Recommended

Lindon, J. (2000) [*Early Years Care and Education in Europe*](#), London: Hodder and Stoughton

MacBeath, J. and Schratz, M. (2000) [*Self-evaluation in European Schools: a story of change*](#), London: RoutledgeFalmer

Background reading

Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2005) [*Essential Early Years*](#), London: Hodder Arnold

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO 1 | Research the early years child care & education of two other European states

LO 2 | Critically evaluate the systems researched compared with that in Britain today

LO 3 | Analyse the implications of moving into an identified different care and education system on a child and on an early years worker

LO 4 | Formulate and justify their own recommendations for a pan-European system

Assessment Title or element

Weighting (%)

Portfolio (3,000 words equivalent)*

100%

A portfolio equivalent of 3000 words examining at least two

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different systems and a short report analysing the implications of moving between two identified different care and education system on a child and on an early years worker. The conclusion should formulate and justify the students own recommendations for a pan-European system.

* All module assessment requires demonstration that the learning outcomes for this module have been achieved.

Information correct at point of publication.