

BPRI233- An Emergent Inquiry-Based Curriculum

ECTS Value: 3 ECTS
Self-Study Hours: 36

Contact Hours: 15
Assessment Hours: 24

Overall Objectives and Outcomes

An emergent curriculum is an approach based on the work of Dewey, Piaget and Vygotsky that focuses on play-based experiences and on being responsive to children's strengths, needs and interests in order to create meaningful learning experiences. It builds on the children's prior knowledge, stimulates them to pose questions, link concepts, and increase their emerging understanding of the world. In the early years, learning is a highly integrated process that cannot be separated into domains.

By the end of this module, the learner will be able to:

Competences

- a. observe the child in an informal environment in order to discover the child's strengths, needs or interests;
- b. develop an open-ended type of planning that moves away from a teacher-directed, theme-based approach to one that is more child-directed, interactive, action-based and emergent;
- c. establish how to incorporate required subject matter into all these areas, starting with children's interests and needs.
- d. design, plan and organise emergent and flexible opportunities that are characterised by a process-oriented methodology through contextual learning;
- e. design a learning environment which ensures that children are supported in learning to develop holistically

Knowledge

- a. identify the pedagogical challenges in developing an emergent curriculum;
- b. demonstrate an understanding of and identify ways to practice an inquiry-based and emergent framework;
- c. outline the characteristics of the emergent curriculum in order to create a pedagogy
- d. based on relationships and active learning.
- e. demonstrate an understanding of the planning framework (project plan, weekly plan and activity plan);
- f. reflect on how to involve the children as partners in the learning process

Skills

Applying knowledge and understanding

The learner will be able to:

- a. document children's activities and interest;
- b. modify planning that reflects new outcomes and the children's evolving interest;
- c. observe, assess and provide documentation for learning opportunities that demonstrates the children's knowledge, understanding and experiences of the children.

- d. acknowledge the child as a powerful and competent individual able to construct own knowledge;
- e. appreciate that the child is the curriculum;

Assessment Methods

This module will be assessed through: Practical Assignment.

Suggested Readings

Core Reading List

1. Helm, J. H. & Katz, L. (2010) Young Investigators: The Project Approach in the Early Years (2nd Ed.). New York: Teachers College.
2. Stacey, S. (2009). Emergent Curriculum in Early Childhood Settings: From Theory to Practice. St Paul: Redleaf Press.
3. Wein, C. A. (2008). Emergent Curriculum in the Primary Classroom. London: Teachers College Press.

Supplementary Reading List

1. Ministry of Education and Employment. (2012). A National Curriculum Framework for All. Malta:Salesian Pres. Available from <https://education.gov.mt/en/Documents/A%20National%20Curriculum%20Framework%20for%20All%20-%202012.pdf>
2. The Learning Outcomes Framework. Early Years. (2015). Available from: <https://www.schoolslearningoutcomes.edu.mt/en/subjects/early-years>
3. The Project Approach (2011-2013). Available from: <http://www.projectapproach.org/>