



Training Area 2 :

Educational actions for young children

Definition of the Training Area

Playing a veritable role in the wellbeing and happiness of young children, early childhood educators work in an ever-changing professional environment.

While the scope of interventions maintains the child as their primary concern, practitioners are required to diversify their places of work, roles and the corresponding legal frameworks.

Training Area 2 structures the role and work of students with regard to young children. With this in mind, the aim is to offer a learning dynamic enabling students to identify, gain a perspective and position themselves with regard to the challenges relating to early childhood.

Generally speaking and in accordance with the competences targeted, (with reference to French Order of 16 November 2005 on the National Early Childhood Education Diploma), the aims and competences of Training Area 2 are as follows:

- ***Fostering the overall development of children and ensuring their full inclusion in their various living environments (family – school – leisure, etc.).***

Competence indicators

- Capacity to design and implement an educational project.
- Capacity to offer relational and educational conditions suitable for encouraging children's evolving dynamic in every area of their development.
- Ability to lead and structure sessions and situations so that young children can learn and experiment through play, expression, motor activities and interactions.
- Ability to use one's observation and listening skills to analyse educational situations, adapt educational tools and approaches.
- Ability to personalize methods within a group.
- Capacity to support children's development towards gaining autonomy, cultural integration and socialisation.
- Capacity to establish individual and detached relationships while remaining conscious of the impact of one's subjectivity.

➤ ***Design and implement preventive actions on issues relating to education, health and social exclusion.***

Competence indicators

- Capacity to ensure concerted preventive action in health and safety education.
- Capacity to react to emergency situations (carry out emergency and first-aid procedures).
- Capacity to identify signs of abuse (domestic and/or institutional) and provide appropriate responses.
- Capacity to implement hygiene-related educational practices.
- Capacity to implement hygiene, safety and first-aid protocols which are respectful of each child.
- Capacity to identify situations of social exclusion and provide appropriate responses.

By delivering the content of the course, the CRFPE aims to encourage the student to acquire an in-depth knowledge of child development in early childhood. It also aims to encourage students to take on board the basic principles of educational intervention and situate the challenges of educational work in a given social context.

Course graduates are expected to be capable of working within a dynamic suited to the changing issues encountered in practice, get involved in preventive actions and demonstrate their capacities to create links between theory and practice.

Training Area 2 contributes to establishing a professional ECE positioning. It encourages each student to develop a unique professional identity.

This construction is supported by an adaptation process. The range of issues encountered within our regional context encourages students to adapt their practice and question their knowledge.

In order to support this dynamic, we are keen to raise students' awareness of the real-life circumstances of children in contexts relating to poverty, exclusion, marginalization and family breakdown.

Definition of the training area : theory-based training

As is the case for all training areas, course content (600 hours) is structured into modules, which are organised according to the principles of subject-based teaching, teaching of professional methodology, practical assignments, sub-group sessions and progress tracking.

Training Area 2 alternates theory-based and practical training.

Theoretical content is taught in conjunction with periods of work placement.

Certain content is taught on an inter-year group basis.

It is important to underline that the content of training area 2 is also beneficial for the other training areas. Students are thus invited to identify links, structure and develop them.

Professional methodology sessions are held throughout the duration of Training Area 2. They allow students to acquire knowhow and develop areas for reflection relating to adopting professional practice.

- Methodologies relating to the observation and analysis of children's behaviour.
- Methodologies relating to constructing and implementing projects.
- Methodologies relating to written assignments within a professional training context: educational situations, health project.
- Topics such as sensory development, psychomotricity, educational mediation, play, inclusive teaching, education and culture, childhood and social exclusion, etc. contribute to constructing a specific professional positioning.

Professional methodology is closely related to accompanying professionalism.

Accompanying professionalism

- Integration within teams caring for groups of young children.
- Discussion sessions between students to analyse situations and exchange viewpoints.
- Meetings with ECE professionals
- Individual or group work sessions to help students integrate knowledge.
- Professionalization workshops focusing on professional situations are held each time students return from work placements.
- Work placement visit.

These elements are all taught by university staff, members of the CRFPE permanent training team, training staff from additional training centres and early childhood professionals.

Within the framework of the European Education Area, in accordance with the French Ministerial Order of 25 August 2011, modifying Order of 16 November 2005 relating to the National Diploma in Early Childhood Education, "completion of the national diploma results in the awarding of 180 European credits (ECTS)". The preparation course for the National Diploma in Early Childhood Education is structured into training modules, qualifying for ECTS credits and divided into 6 semesters."

For AC2, the regulation outlines 600 hours of theory-based training and 16 weeks of work placement, 60 ECTS credits are allocated to AC2, including 8 credits reserved for the qualification assessments

TA2 Educational action for young children.
Semester 1

MODULE 1. EDUCATIONAL THEORY

Objectives of the module:

- Gaining knowledge relating to educational sciences.
- Gain points of reference with regard to education specialists and the methods they have developed.
- Ability to use educational principles as reference to justify actions with regard to children.
- Adapting educational approaches in accordance with an analysis of professional situations.

Content of the module:

Presentation of Training Area	4 hours
Educational sociology	9 hours
Definition and history of pedagogy	3 hours
Directions in education	18 hours
Presentations (by students)	8 hours
Individual work	42 hours

Educational methods: - Lectures

Module assessment methods:

Presentation

Number of module hours: 84 hours

Number of ects: 3

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Semester 1

MODULE 2. GENERAL KNOWLEDGE OF YOUNG CHILDREN.

Objectives of the module:

- Gaining points of reference (benchmarks) relating to the notion of childhood.
- Gaining basic knowledge of the development of young children.
- Familiarity with the key stages in child development.
- Considering the position of early childhood in the social context

Content of the module:

Pregnancy, childbirth	3 hours
Child development	4 hours
History of early childhood in the social context	6 hours
Children's needs and desires	3 hours
Babies' competencies and early interactions	6 hours
Sensorimotor development	3 hours
Emotions and feelings	3 hours
Sensory development	3 hours
The notions of attachment and separation	6 hours
The child's rituals and habits	3 hours
Theoretical currents in psychology	12 hours
Development psychology	18 hours
Self-esteem	3 hours
Pain in children	3 hours
Language	6 hours
Individual work	26 hours

Educational methods: Lectures

Module assessment methods:

Knowledge test 2 hours

Number of module hours: 110 hours

Number of ects: 4

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Semester 1

MODULE 3 - KNOWLEDGE RELATING TO HYGIENE, SAFETY AND CARE FOR YOUNG CHILDREN.

Objectives of the module:

- Acquiring knowledge relating to children's health and safety.
- Using this knowledge to respond to children's care needs.
- Using this knowledge in implementing hygiene, safety and first-aid protocols which are respectful of each child
- Using this knowledge within the framework of preventive actions relating to education, health and safety.

Content of the module :

Bathing the child	2 hours
Children's sleep habits	2 hours
Sudden infant death syndrome	2 hours
The child's diet	4 hours
Ear, nose and throat infections	3 hours
Digestive problems	4 hours
Hyperthermia	3 hours
Skin rashes	4 hours
Asthma, eczema and allergies	4 hours
Diabetes	3 hours
Epilepsy	2 hours
AIDS	3 hours
Emergency situations	3 hours
Surgical pathologies	3 hours
Domestic accidents	4 hours
Workplace hygiene	4 hours
Individual work	32 hours

Educational methods: - Lectures

Module assessment methods:

Knowledge test. Qualification 2 hours

Number of module hours: 84 hours

Number of ects: 3

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Semester 1

MODULE 4. ACCOMPANYING YOUNG CHILDREN SPECIFIC KNOWLEDGE.

Objectives of the module:

- Gaining specific knowledge to support children's evolving dynamics in every area of their development.
- Using this knowledge to personalize methods within a group of children.
- Using this knowledge to support the child's socialisation process.
- Ability to identify situations of social exclusion.
- Ability to identify situations of abuse.

Content of the module:

Developmental problems	18 hours
Enuresis and encopresis. Health approach.	3 hours
Psychopathological approach	12 hours
Intellectual giftedness	3 hours
Genetic diseases	3 hours
Impairment and handicap	4 hours
Psychological approach to learning disabilities	3 hours
Autism	3 hours
Physical and psychological abuse	4 hours
Hyperactivity	3 hours
Neuropsychological approach	3 hours
Cancer in children	3 hours
Individual work	22 hours

Educational methods:

- Lectures

Module assessment methods:

Presence

Number of module hours: 84 hours

Number of ects: 3

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Semester 1

MODULE 5. PROFESSIONAL METHODOLOGY: ACQUISITION OF THE EDUCATIONAL APPROACH

Objectives of the module:

- Ability to use one's observation and listening skills to analyse educational situations, adapt educational tools and approaches.
- Developing reciprocal links between practice and theory.
- Ability to design and implement a project approach.
- Ability to personalize methods within a group.
- Ability to offer appropriate responses for each individual child and groups of children.

Content of the module:

Observing children	7 hours
Accompanying young children	3 hours
Practical work: observation analysis	6 hours
Professional training methodology:	
Educational situations,	6hours
The notion of projects	3 hours
From the social project to the educational project	9 hours
The health project	3 hours
Practical work: observation analysis	4 hours
Practical work: educational situations	4 hours
Presentation of work on good practice	3 hours
Professionalization workshops	6hours
Group monitoring	6 hours
Individual work	76 hours

Educational methods:

- Lectures
- Practical assignments

Module assessment methods:

Oral presentation of an educational situation
(educational situation 2 involving 1 child) 4 hours

Number of module hours: 140 hours

Number of ects: 5

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Semester 1

MODULE 6-1. WORK PLACEMENT 1..

Objectives of the module :

- Developing observation capacities.
- Developing listening capacities.
- Analysing situations using an approach which involves raising questions, research and establishing links between theory and practice.
- Demonstrate good interpersonal skills for relating to children (individually and as a group) and adults (parents, team, etc.).
- Play an active role in the day-to-day life of the institution.
- Proposing and leading educational actions, being capable of giving them meaning.
- Capacity to defend one's position and educational choices.
- Help develop early learning spaces for children to try new experiences.
- Capacity to design and implement educational situations, professional training tools.
- Familiarity with written work on educational situations.
- Capacity to implement hygiene-related educational practices.
- Capacity to react to emergency situations
- Involving the team in identifying situations of abuse.
- Involving the team in identifying situations of social exclusion.

Content of the module:

- | | |
|-------------------------|----------|
| - 4-week work placement | 40 hours |
| - Individual work | 28 hours |

Module assessment methods:

Written assignment on educational situation (situation involving a group of children)

Number of module hours: 168

Number of ects: 6

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Semester 1.

MODULE 6-2. WORK PLACEMENT 1

Objectives of the module :

- Developing observation capacities.
- Developing listening capacities.
- Analysing situations using an approach which involves raising questions, research and establishing links between theory and practice.
- Demonstrate good interpersonal skills for relating to children (individually and as a group) and adults (parents, team, etc.).
- Play an active role in the day-to-day life of the institution.
- Proposing and leading educational actions, being capable of giving them meaning.
- Capacity to defend one's position and educational choices.
- Help develop early learning spaces for children to try new experiences.
- Capacity to design and implement accompaniment plans, professional training tools.
- Familiarity with written work on educational situations.
- Capacity to implement hygiene-related educational practices.
- Capacity to react to emergency situations
- Involving the team in identifying situations of abuse.
- Involving the team in identifying situations of social exclusion.

Content of the module:

- work placement	140 hours
- Individual work	28 hours

Module assessment methods:

Assessment of work placement

Number of module hours: 168 hours

Number of ects: 6

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Semester 2

MODULE 7. LEAD AND STRUCTURE SESSIONS AND SITUATIONS FOR YOUNG CHILDREN.

Objectives of the module:

- Gaining knowledge for the accompaniment of young children cared for as a group.
- Ability to lead and structure sessions and situations so that young children can learn and experiment through play, expression, motor activities and interactions.
- Considering the benefits of discovery and cultural openness for young children.
- Positioning oneself as a professional within this dynamic.

Content of the module :

Daily life as an educational act	6 hours
Social relations in children	3 hours
Creativity	3 hours
Educational mediation: workshops	48hours
Psychomotricity: concepts- Psychomotor development in children - Education-re-education- Free motricity	18 hours
Handwriting	3 hours
Play	24 hours
Analysing children's drawings	6 hours
Language. Professional approach	3 hours
Psychomotricity. Professional approach	3hours
Sensory development Professional approach	3hours
Individual work	72 hours

Educational methods:

- Lectures
- Workshops

Module assessment methods:

Collective dossier on the subject of play.

Number of module hours: 196 hours

Number of ects: 7

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Semester 2

MODULE 8. PROFESSIONAL COMMITMENT.

Objectives of the module:

- Begin reflecting on the way each child is looked after with respect and consideration for his or her unique characteristics.
- Consider and include ECE practice within an ethical and deontological framework.
- Reflective process on health; Gaining knowledge to reflect on health in a societal perspective.

Content of the module:

Ethics and deontology	6 hours
Inclusive teaching	17 hours
Education and culture	4 hours
Child care and social exclusion	3 hours
Health: the notion of public health	
Health education	
Health behaviour	9 hours
Professionalization workshops	6hours
Group monitoring	3 hours
Practical work: health project	6 hours
Individual work	32 hours

Educational methods:

- Lectures
- Practical assignments

Module assessment methods:

Work on good practice. Qualification 2 hours

Number of module hours: 84 hours

Number of ects: 3

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Semester 2.

MODULE 9-1. Work placement 2.

Objectives of the module :

- Developing observation capacities.
- Developing listening capacities.
- Analysing situations using an approach which involves raising questions, research and establishing links between theory and practice.
- Demonstrate good interpersonal skills for relating to children (individually and as a group) and adults (parents, team, etc.).
- Play an active role in the day-to-day life of the institution.
- Proposing and leading educational actions, being capable of giving them meaning.
- Capacity to defend one's position and educational choices.
- Capacity to design and implement educational situations, professional training tools.
- Capacity to implement hygiene-related educational practices.
- Capacity to react to emergency situations
- Capacity to develop early learning spaces for children to try new experiences.
- Capacity to design a health project.
- Capacity to identify signs of abuse
- Capacity to implement hygiene-related educational practices.
- Involving the team in identifying situations of social exclusion.

Educational methods:

- | | |
|-------------------------|-----------|
| - 4-week work placement | 140 Hours |
| - Individual work | 28 hours |

Module assessment methods:

Health project. Qualification

Number of module hours: 168 hours

Number of ects: 6

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Semester 2

MODULE 9-2. Work placement 2.

Objectives of the module :

- Developing observation capacities.
- Developing listening capacities.
- Analysing situations using an approach which involves raising questions, research and establishing links between theory and practice.
- Demonstrate good interpersonal skills for relating to children (individually and as a group) and adults (parents, team, etc.).
- Play an active role in the day-to-day life of the institution.
- Proposing and leading educational actions, being capable of giving them meaning.
- Capacity to defend one's position and educational choices.
- Capacity to design and implement educational situations, professional training tools.
- Capacity to implement hygiene-related educational practices.
- Capacity to react to emergency situations
- Capacity to develop early learning spaces for children to try new experiences.
- Capacity to design a health project.
- Capacity to identify signs of abuse
- Capacity to implement hygiene-related educational practices.
- Involving the team in identifying situations of social exclusion.

Educational methods:

- | | |
|-------------------------|-----------|
| - 4-week work placement | 140 Hours |
| - Individual work | 28 hours |

Module assessment methods:

Assessment of work placement

Work placement visit report

Number of module hours: 168 hours

Number of ects: 6

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Semester 6

MODULE 10. PREPARATION FOR QUALIFICATION ASSESSMENTS.

Objectives of the module:

- Consider the training programme with detachment and critical distance.
- Identify the decisive factors in ECE professional construction.
- Tackle work issues in a professional development perspective.

Content of the module:

Presentation of exam centre qualification assessments.	3 hours
Preparation of oral qualification assessments (class group).	3 hours
Educational project oral	4 hours
Individual preparation for practice orals	3 hours
Practice orals.	6 hours
- Additional training:	
- inequalities between girls and boys in terms of professional practice	3 hours
- teaching: feedback from ECE professionals/practical (conditions apply)	8 hours
- “Play” day relating to parenthood (conditions apply)	6 hours
Individual work	188 hours

Educational methods:

- Lectures
- Brainstorming workshops

Module assessment methods:

Qualification in the exam centre

Number of module hours: 224 hours

Number of ects: 8 ects

Definition of the training area : practical training

Practical training takes the form of two periods of work placement. They are carried out during the first year of the course: eight weeks during the first semester, and eight weeks during the second semester.

Organized into 2 distinct periods, work placements are designed to offer students an opportunity to meet young children and experience the day-to-day realities of ECE careers.

The two work placements can be carried out in any ECE workplace.

Trainee assignments are scheduled for both periods. Expectations in terms of actions and positioning shall be raised between the two.

In the first instance, students will be required to write professional training assignments (educational situations) supporting the care for children and groups.

In the second phase, students will continue to learn about educational situations and reflect on a health project for the public received.

The competences targeted by the work placements are as follows:

- Highlighting observation capacities.
- Demonstrating listening capacities.
- Finding the information required to gain an understanding of the institution's context.
- Proficient understanding of links between theory and practice.
- Ability to use the above-mentioned capacities to analyse professional situations.
- Using theory-based references to enrich analysis.
- Identify health requirements and offer an appropriate response.
- Capacity to identify signs of abuse
- Take an active role in preparing, proposing and evaluating an appropriate accompaniment for the public received.
- Offer care, with educational aims for the children received.
- Implement professional acts in consultation with the team.

The learning outcomes of the workplace are identified in the “trainee assignment” documents handed to students before they start each work placement.

National Diploma Assessments

➤ Qualifications

- For this training area, continuous assessments for qualification focus on the health aspects of the training content. This assessment is broken down into 3 sub-assessments (each marked out of 20).

- ✓ A health questionnaire (10 short questions relating to course content).
- ✓ A health project devised during the second work placement.
- ✓ An assignment on good practice.

The final mark for the continuous assessment is calculated using the average of the three marks obtained in the sub-assessments. A coefficient of 2 shall be applied to this mark.

- The final assessment in the exam centre

Oral exam based on the work placement record book (book containing all work placement assessments) with students carrying out three assignments (of 5 - 10 pages each) with an educational aim and in relation to the work placements. These assignments should feature a diverse range of competences and tools.

A coefficient of 4 shall be applied to the mark out of 20 obtained for this final qualification assessment.