



## Presentation of Training Area 3

### Professional communication

Throughout their professional lives, Early Childhood Educators will be required to accompany groups of children, as well as working within a group themselves: the team. They must therefore be capable of positioning themselves within a group, finding and taking their place in a multi-professional team.

Generally speaking and in accordance with the competences targeted, the aims of Training Area 3 are to (**French Order of 16 November 2005 on the National ECE Diploma or DEEJE.**) :

- **Contribute to designing and running the socio-educational project within the institution or service's multi-professional team.**
- **Ensure the consistency of socio-educative interventions for young children as part of a team and in cooperation with their parents.**

Each of these areas is assessed using competence indicators, which are outlined in the module overviews (from page 3).

Training Area 3 entitled “Professional communication” is common to all the level III social work training courses.

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.




AC3 includes 250 hours of theory-based training and 10 weeks of work placement (350 hours).

In accordance with annex V of the French Order of 25 August 2011, modifying Order of 16 November 2005, on the National Diploma in Early Childhood Education, 30 ECTS credits are allocated to AC3 (including 7 credits reserved for the qualification assessments).

## **1 - EDUCATIONAL OBJECTIVES**

As regards the competences expected<sup>1</sup> and assignments carried out by ECE professionals, the CRFPE teaching staff has set the following goals:

### **Enabling students:**

-  To understand:
  - The way organisations function, irrespective of their status, in accordance with the legal framework and management style which governs them, in order to identify and understand the position of stakeholders within the institution (status – role – functions, etc.).
  - The challenges of professional communication within a team, with partners and users, to ensure the consistency of actions.
-  To position themselves professionally, taking account of the way institutions function and, thanks to the various communication tools at their disposal, within the team and with users.
-  To take on an active role within an institution, irrespective of the position and/or role occupied.

Communication is a key competence in social work professions, since relationships to others are at once tools and media within the field and professionals work within multi-professional teams.

AC3 gives students an understanding of the factors at play in any form of communication, of the various registers and inevitable sources of interference and enables them to identify and understand the various challenges faced. Students are also encouraged to reflect on their own expression, on the way they establish the relationships in which they are involved, which is essential for establishing the distance and detachment required for relationship-based professional practice.

### **Additionally**

The notion of observation plays a key role within the profession and the training course. It is an essential tool which allows practitioners to create distance, change perceptions and lend meaning to practices and relationship dynamics. Observation is seen as an open and dynamic movement towards the Other, paving the way for discussion and raising questions.

Thus, the structure of course content will insist on the understanding and assimilation of context, which is essential for positioning oneself within professional communication and making it effective. Understanding teamwork will include understanding the way institutions and services are organised, with regard to legal frameworks and team-leading tools such as social work literature, for example.

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<sup>1</sup> Guide to competences – French Order of 16 November 2005 on National Diploma in Early Childhood Education

## **2 - THEORY-BASED TRAINING**

The entire content of the theory-based training is organized into Modules, which are spread over the 3-year course.

Their timing varies depending on the structure of the course.

For students on cumulative block-based training courses (FPDC) (AC3 starts in semester 2) AC3 content will be alternated with the work placement during semesters 2 and 3.

## AC3- PROFESSIONAL COMMUNICATION SEMESTER 2

### MODULE 1- Organisational sociology

#### ➤ Competences targeted by the module

- Contribute to designing and running the socio-educational project within the institution or service's multi-professional team
- Capacity to support and accompany the team in order to maintain the consistency of interventions within the framework of missions, the institutional project and future versions.
- Capacity to structure one's practice, including the positions and roles of each different stakeholder, in order to encourage a good teamwork dynamic.
- Capacity to situate the educational action within an administrative, legal and financial framework.
- Capacity to identify and explain the respective positions of the team and the parents within the educational action.
- Capacity to build educational continuity between the family and the institution by creating conditions for communication with families
- Capacity to position oneself as a stakeholder within an institution.

#### ➤ Learning outcomes

- Gain knowledge of organisational sociology.
- Identify and understand the various challenges of group communication within an institution.
- Understand and take account of the context to position oneself within professional communication and make it effective. Understanding teamwork will first involve understanding the way institutions and services are organised, with regard to legal frameworks, team-leading and teamwork tools.
- Taking an active role within institutions, irrespective of the position and/or role occupied.
- Developing a critical perspective

➤ **Content**

Presentation of the AC and work placement	4
Organisational sociology	40
Group monitoring: Work placement project TA3	3
Knowledge test	2
Assessment correction tutorial	1
Total hours of direct teaching	50
Individual work	6
Total module hours	56
<b>Number of ECTS:</b>	<b>2</b>

➤ **Educational methods:** Theory-based lectures (year groups and half-year groups) – Practical work – Tutorials

➤ **Module assessment methods:** Knowledge test

## AC3- PROFESSIONAL COMMUNICATION SEMESTER 2

### MODULE 2: communication dynamic

#### ➤ Competences targeted by the module:

- Capacity to use various communication media and techniques.
- Capacity to position oneself and adapt one's language and listening style to situations that are complex from a human and social point of view.
- Capacity to write professional assignments: summaries – projects – reports – observations, etc.
- Capacity to report back on a child's experience when parents have been absent.
- Capacity to guide families towards services and practitioners in accordance with their requirements.
- Capacity to explain educational projects to parents to enable them to take an active role
- Capacity to position oneself as a stakeholder within institutions.
- Ensuring, as part of a team, the consistency of the socio-educational action for young children
- Communication is at the heart of all group interventions. It is impossible to study group work without studying communication.
- Understanding the challenges of team communications, organisation and functioning to ensure the consistency of actions
- Capacity to conduct interviews

#### ➤ Learning outcomes

- Acquiring knowledge on interpersonal communication and communication within organisations.
- Acquiring knowledge of various organisational models and analysing these models.
- Identify and understand the various challenges of communication
- Understand and take account of the context to position oneself within professional communication and make it effective. Understanding teamwork will first involve understanding the way institutions and services are organised, with regard to legal frameworks, team-leading and teamwork tools.
- Encouraging students to think about the way they express themselves. The way they establish the relationships in which they are involved is essential for establishing the distance and detachment required for relationship-based professional practice.
- Developing listening skills and empathy.

➤ **Content**

Communication with children:	6
History and theories of communication models	3
Observation – Perception – Representation	6
Communication bases	7
Listening – Interview	6
Practical assignment on interviewing	6
Written communication /professional writing in social work	6
Analytical approaches to relationships	9
Observation Diary Methodology:	3
Methodology for analysing professional communication situations:	3
Practice Analysis of a professional communication situation	12
Practical work: Correction of practice Analysis of a professional communication situation	8
Dynamic of groups, concepts:	9
Practical work : "Dynamic of groups":	14
Assessment: knowledge test	2
Total hours of direct teaching	<b>100</b>
Individual work	<b>74</b>
Total module hours	<b>174</b>
<b>Number of ECTS:</b>	<b>6</b>

➤ **Educational methods:**

Theory-based lectures (year groups and half-year groups) – Practical work – Tutorials

➤ **Module assessment methods:** Knowledge test

**AC3- PROFESSIONAL COMMUNICATION  
SEMESTRE3**

**MODULE 3-1: Work placement**

➤ **Competences targeted by the module**

- Capacity to establish one's place within a team and play an active role
- Capacity to position oneself professionally, taking account of the way institutions function.
- Capacity to support and accompany the team in order to maintain intervention consistency within the framework of the missions, the institutional project and their outcomes
- Capacity to structure one's practice, including the positions and roles of other stakeholders, in order to foster a good teamwork dynamic
- Professional writing capacity
- Capacity to defend one's proposals
- Capacity to build educational continuity between families and institutions by creating communication conditions with families
- Capacity to report back on a child's experience when parents have been absent
- Capacity to guide families towards services and practitioners in accordance with their requirements, capacity to use various communication media and techniques

➤ **Learning outcomes**

- Capacity to create links between theory and practice
- Gaining proficiency in an observational and analytical approach
- Understanding the challenges of team communication, organisation and functioning to ensure the consistency of actions
- Understanding and taking account of context, which is essential for positioning oneself within professional communication and making it effective.
- Developing social representations
- Being capable of establishing professional distance and detachment

Work placement	<b>200</b>
Individual work	<b>24</b>
Total module hours	<b>224</b>
<b>Number of ECTS:</b>	<b>8</b>

- **Educational methods:** Alternating theory-based and practical training / professionalization workshops
- **Module assessment methods:** Assessment of work placement



## AC3- PROFESSIONAL COMMUNICATION SEMESTRE3

### MODULE 3-2: Work placement

#### ➤ Competences targeted by the module

- Capacity to establish one's place within a team and play an active role
- Capacity to position oneself professionally, taking account of the way institutions function.
- Capacity to support and accompany the team in order to maintain intervention consistency within the framework of the missions, the institutional project and their outcomes
- Capacity to structure one's practice, including the positions and roles of other stakeholders, in order to foster a good teamwork dynamic
- Professional writing capacity
- Capacity to defend one's proposals
- Capacity to build educational continuity between families and institutions by creating communication conditions with families
- Capacity to report back on a child's experience when parents have been absent
- Capacity to guide families towards services and practitioners in accordance with their requirements, capacity to use various communication media and techniques

#### ➤ Learning outcomes

- Capacity to create links between theory and practice
- Gaining proficiency in an observational and analytical approach
- Understanding the challenges of team communication, organisation and functioning to ensure the consistency of actions
- Understanding and taking account of context, which is essential for positioning oneself within professional communication and making it effective.
- Developing social representations
- Being capable of establishing professional distance and detachment

Work placement	150
Individual work	46
Total module hours	196
Number of ECTS:	7

- **Educational methods:** Alternating theory-based and practical training / professionalization workshops

- **Module assessment methods:** Observation Diary

**AC3- PROFESSIONAL COMMUNICATION  
SEMESTER 3**

**MODULE 4: THE CHALLENGES OF TEAMWORK**

➤ **Competences targeted by the module:**

- Ensure the consistency of socio-educative interventions for young children
- Capacity to identify and structure the respective positions of the team and the parents within the educational action.
- Capacity to defend one's proposals.
- Capacity to share and communicate one's knowhow.
- Capacity to position oneself within a group, find and take one's place in a multi-professional team.
- Capacity to support and accompany the team in order to maintain the consistency of interventions within the framework of missions, the institutional project and future versions.
- Capacity to conduct meetings.
- Capacity to structure one's practice, including the positions and roles of each different stakeholder, in order to encourage a good teamwork dynamic.
- Capacity to position oneself and adapt one's language and listening style to situations that are complex from a human and social point of view.

➤ **Learning outcomes**

- Gaining a better understanding of tools encouraging teamwork, in terms of communication networks within a group.
- Acquiring knowledge on communication tools as a team and with users.
- Acquiring methods for analysing relationships thanks to these tools.
- Acquiring knowledge in employment law.
- Reinforcing the analytical approach, capacity to analyse observations on group experiences in a work situation.
- Capacity to find one's place within a team and identify the challenges of professional communication.

➤ **Content**

Group monitoring: educational preparation for the work placement	3
Teamwork	3
Establishment project: tools for mobilising teamwork	3
Conducting meetings	3
Practical work: "Conducting meetings"	3
Analysis directions for practice / Supervision	3
Professional ECE identity and multidisciplinary teamwork	7
Practical work: Teamwork	2
Practical work: professional writing in social work	2
Analyses of professional communication situations	3
Tutorial for correcting analyses of professional communication situations	2
Year-group dynamic	7
Professionalization workshop	9
"Observation Diary": Practical work	6
Individual work relating to the observation diary	4
Total hours of direct teaching	<b>60</b>
<b>Number of ECTS:</b>	<b>2</b>

➤ **Educational methods:**

Theory-based lectures (year groups and half-year groups) – Practical work – Tutorials

- **Module assessment methods:** Analysis of a professional communication situation + choice of 2 questions to be answered from 4 options relating to organisational, legal and budgetary frameworks

**AC3- PROFESSIONAL COMMUNICATION  
SEMESTER 6**

**MODULE 5: additional training and preparation for qualification assessments**

➤ **Competences targeted by the module**

- Contribute to designing and running the socio-educational project within the institution or service's multi-professional team.
- Ensure the consistency of socio-educative interventions for young children as part of a team and in cooperation with their parents.
- Capacity to support and accompany the team in order to maintain intervention consistency within the framework of the missions, the institutional project and their outcomes
- Capacity to conduct meetings
- Capacity to structure one's practice, including the positions and roles of other stakeholders, in order to foster a good teamwork dynamic
- Capacity to situate the educational action within an administrative, legal and financial framework.
- Capacity to defend one's proposals

➤ **Learning outcomes**

- Approaching the executive role through competences and knowledge gained during AC3 of the ECE course, irrespective of the role occupied
- Understanding management tools
- Reinforcing knowledge of organisational, budgetary and legal frameworks
- Capacity to create links between theory and practice

➤ **Content:**

<b>Employment law:</b>	<b>12</b>
<b>Initiation into accounting and budgeting:</b>	<b>10</b>
<b>The "executive" role:</b>	<b>18</b>
Total hours of direct teaching	<b>40</b>
Individual work	<b>154</b>
Total module hours	<b>196</b>
<b>Number of ECTS:</b>	<b>7</b>

**Educational methods:** Theory-based lectures (year groups and half-year groups) – Practical work – Tutorials

**Module assessment methods:** Final qualification assessments