

TA4 : institutional, inter-institutional and partnership dynamics

TA4 is a joint training area with level III social work courses since the reform of the National ECE Diploma or DEEJE in November 2005.

Early childhood educators provide a care service for young children and their families in various establishments and services capable of accommodating them.

The missions that early childhood professionals are expected to carry out are constantly evolving due to social developments, as well as national and local policies, which play a fundamental role in establishing care structures for early childhood.

Early childhood educators are social workers specializing in young children.

Because of its specific focus on early childhood, the ECE role occupies a specific positioning within the social work sphere: its mission is to adapt interventions to suit varying populations, combat exclusion and prevent social, medical and psychological issues. ECEs create an environment which helps establish social relationships and accompanies the parental role.

To fulfil these missions, ECEs are required to develop partnerships with professionals in the health, social, medico-social and education sectors.

Moreover they offer expertise and social competences in the early childhood domain: they are stakeholders in local social policies. They formulate and identify care structure requirements, develop local cooperation and partnerships, foster and monitor the appropriateness of social policies and their implementation in their work environment.

Training area 4 on “institutional, inter-institutional and partnership dynamics” should enable early childhood educators to design educational and social actions in association with institutions and partners and policies covering the family and childhood.

In concrete terms, it will enable ECEs to situate their educational action within the real-life conditions and requirements specific to issues faced by structures and services for children; to participate in territory-specific social action and creating synergy between the competencies of various stakeholders and offer socio-educational expertise in early childhood as stakeholders in social policy¹.

Training Area 4 is organized for optimal acquisition of the learning outcomes: it features 2 key phases: 250 hours of theory-based training and 6 weeks of practical training.

¹ Extract of French Order of 16 November 2005 on the National Diploma in Early Childhood Education.

The aim of TA4 is to offer an understanding of the challenges relating to early childhood. To optimize knowledge of various institutions caring for children or working to enhance the quality of child care, it is necessary to understand the factors that influence the way institutions function.

Within the framework of the European Higher Education Area, in accordance with 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 ECE Diploma is structured into training modules, qualifying for ECTS credits and divided into six semesters"².

For AC4, the regulation outlines: 250 hours of theory-based training and 6 weeks of work placement (210 hrs), 30 ECTS credits are allocated to AC4 (including 7 credits reserved for the qualification assessments).

The **2 competences**, relating to AC4 in the ECE training guide, and their respective indicators are as follows:

1/ "situate socio-educational projects and interventions in situations specific to institutions and policies in the early childhood domain".

- capacity to reconcile one's actions with budgetary requirements.
- capacity to identify the position of a structure within its environment.
- capacity to carry out the responsibilities relating to one's position as an expert in early childhood on an educational and social level.
- capacity to position actions carried out within a context of promoting childhood and identifying the child as a person.
- capacity to structure the links between educational and social projects.
- capacity to promote a project at different levels (establishment, social, educational).
- capacity to stay up to date with changing social policies.

2/ "participate in territory-specific social action and creating synergy between the competencies of various stakeholders".

- capacity to lead joint actions with social, health, school and cultural intervention partners.
- capacity to take an active role in organizing events relating to social action.
- capacity to propose and defend early childhood social policy projects driven by the local area.

² French Ministerial Order of 25 August 2011, modifying Order of 16 November 2005 relating to the National Diploma in Early Childhood Education.

1. Educational objectives :

The CRFPE defines this training area with a series of educational objectives:

- Capacity to situate a structure within its environment and identify partners;
- Gaining an understanding of social action tools:
 - Capacity to use one's observation and listening abilities to analyse social realities.
 - capacity to lead joint actions with social, health, school and cultural intervention partners.
 - Capacity to structure one's practice, including the positions and roles of other stakeholders.
- Situating the "early childhood" domain within the challenges of social work.

The competences are broken down into 8 training modules for TA4.

**TA 4 : institutional, inter-institutional and partnership dynamics
semester 3**

Module 1: administrative and legal organisation

Objectives of the module:

- situate socio-educational projects and interventions in situations specific to institutions and policies in the early childhood domain.
 - capacity to reconcile one's actions with budgetary requirements.
 - capacity to identify the position of a structure within its environment.
- Capacity to carry out the responsibilities relating to one's position as an expert in early childhood on an educational and social level.
- capacity to structure the links between educational and social projects.
 - capacity to promote a project at different levels (establishment, social, educational).
 - capacity to stay up to date with changing social policies.
 - participate in territory-specific social action and creating synergy between the competencies of various stakeholders.
 - capacity to take an active role in organizing events relating to social action.

Learning outcomes:

To understand and take ownership of missions assigned by the institution in which they work, social workers must understand the landscape in which the structure is situated.

- knowledge of the different local authorities: missions, roles, areas of competence to identify points of contact in accordance with requirements.
- understanding the relationship between one's institution, sponsors and supervisory organisations.
- knowledge and understanding of changes to institutions in relation to social policy.
- understanding the impact of the specific features of the area in which one's structure is located in order to track changes in institutions.

Content title	Number of hours per student
Presentation of TA4	3 hours
History and definition of the concept of poverty: initiation into sociology	6 hours
Missions and values of public service	2 hours
Administrative organisation in France	6 hours
Competences of the Departmental Council in social action	3 hours
Urban policy	3 hours
The social project	2 hours
Legal organisation in France	6 hours
Practical work: reading a legal text	2 hours
Organisation of the health system in France	2 hours
Administrative organisation in Europe	3 hours
Poverty and territory: theoretical approach	6 hours
Knowledge test	1.5 hours

Educational methods: lectures – practical work – tutorials, etc.

Module assessment methods: **knowledge test**
number of hrs: **46**.
number of ECTS allocated: **3**

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Module: 2 socio-economic issues

Objectives of the module:

- situate socio-educational projects and interventions in situations specific to institutions and policies in the early childhood domain.
- capacity to identify the position of a structure within its environment.
- capacity to carry out the responsibilities relating to one's position as an expert in early childhood on an educational and social level.
- capacity to position actions carried out within a context of promoting childhood and identifying the child as a person.
- participate in territory-specific social action and creating synergy between the competencies of various stakeholders.
- capacity to take an active role in organizing events relating to social action.

Learning outcomes:

- The importance of these themes on socio-economic changes is to offer keys to understanding the context in which future professionals will work.
- to achieve this, initiating students in sociology offers them a basis for understanding issues handled.
 - conceptual contributions (definition, knowledge) for the various topics
 - understanding the importance of integrating this information to establish links between issues encountered by families and thus identify their requirements more easily.
 - capacity to gather information for understanding a given area.
 - capacity to use statistical data (INSEE, etc.) on a given area and with regard to a given topic (employment, unemployment, changing figures on female employment, etc.)
 - gaining an understanding of these various issues through the analysis of experts (S. Paugam, Jean-Claude Rabier, etc.)

Content title	Number of hours per student
Modernity and combatting poverty	6 hours
Children and poverty	3 hours
The notion of territory	6 hours
Immigration	3 hours
Individual work: revision knowledge tests	3 hours
Group monitoring	4 hours

Educational methods: lectures, practical work, field data collection (work placement).

Module assessment methods: **Presence**

number of hours: **25 hours**

– number of ECTS allocated: **2 ECTS**

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Module 3: social policies

Objectives of the module:

- situate socio-educational projects and interventions in situations specific to institutions and policies in the early childhood domain.
- capacity to reconcile one's actions with budgetary requirements.
- capacity to carry out the responsibilities relating to one's position as an expert in early childhood on an educational and social level.
- capacity to promote a project at different levels (establishment, social, educational).
- capacity to stay up to date with changing social policies.
- participate in territory-specific social action and creating synergy between the competencies of various stakeholders.
- capacity to lead joint actions with social, health, school and cultural intervention partners.
- capacity to take an active role in organizing events relating to social action.
- capacity to propose and defend early childhood social policy projects driven by the local area.

Learning outcomes:

- understanding the legal frameworks of various social and medico-social establishments in which ECEs are likely to work as well as potential partners.
- establishing links between theory and practice to identify theory-based training phases as concrete ECE training.
- knowledge of early childhood policy in order to position oneself within an institution, in a given area, within a team and with regard to the public received.
- assimilating knowledge in order to pass it on to other students: taking an active role during practical training periods.

Content title	Number of hours per student
Changing medico-social policy	6 hours
Applying the laws of 2002 and 2005 in medico-social establishments and services ³	3 hours
Family policies	6 hours
Early childhood policies	7 hours
Research practical on the functioning of medico-social establishments and services	5 hours
Presentations on: medico-social establishments and services	3 hours
Partnership dynamic and working in a network	3 hours
Impact of poverty and exclusion on children	3 hours
Early childhood: a stakeholder in local social development	3 hours
Methodology for the summary essay and educational accompaniment	8 hours
Methodology for the analysis dossier	5 hours
The educational success plan	3 hours
Individual work: Analytical dossier	3 hours

Educational methods : lectures, practical work, field data collection (work placement)...

Module assessment methods: **Presentations on medico-social establishments and services.**

- number of hours: **58 hours**

number of ECTS allocated: **3 ECTS**

³ ESMS: Etablissements et Services Médico Sociaux

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semester 4

Module 4 : Work placement

Objectives of the module:

- situate socio-educational projects and interventions in situations specific to institutions and policies in the early childhood domain.
- capacity to identify the position of a structure within its environment.
- capacity to carry out the responsibilities relating to one's position as an expert in early childhood on an educational and social level.
- capacity to stay up to date with changing social policies.
- participate in territory-specific social action and creating synergy between the competencies of various stakeholders.
- capacity to lead joint actions with social, health, school and cultural intervention partners.
- capacity to take an active role in organizing events relating to social action.

Learning outcomes:

- knowing and understanding the institutional functioning of the work placement institution.
- establishing a diagnostic of the local area.
- familiarity with and understanding of the legal framework of the institution.
- collecting data to understand the needs of the public received.
- using and analysing the data collected.
- drafting an analytical dossier.

Module assessment methods/number of hours/number of ECTS:

- TA4-M4-1: 2-week work placement: 80 hours: 4 ECTS: presence
 - TA4-M4-2: work placement: 80 hrs: 3 ECTS: Analytical dossier
 - TA4-M4-3: work placement: 50 hrs: 2 ECTS: assessment of work placement.
- TOTAL: 210 hrs; 9 ECTS.**

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Module 5: children and society; professional methodology

Objectives of the module:

- situate socio-educational projects and interventions in situations specific to institutions and policies in the early childhood domain.
- capacity to identify the position of a structure within its environment.
- capacity to carry out the responsibilities relating to one's position as an expert in early childhood on an educational and social level.
- capacity to position actions carried out within a context of promoting childhood and identifying the child as a person.
- participate in territory-specific action and creating synergy between the competencies of various stakeholders.
- capacity to propose and defend early childhood social policy projects driven by the local area.

Learning outcomes:

- sociological knowledge of the position occupied by children in society.
- knowledge of early childhood policy outside France
- capacity to view the position of children in France with detachment.
- knowledge of the legal framework governing child protection
- acquiring methodology for writing the summary essay.
- developing a professional ECE positioning.
- capacity to defend a professional ECE positioning on an issue.

Content title	Number of hours per student
Overview of early childhood policy outside France: practical work and presentation	15 hours
Individual work: Charity work; the social and solidarity-based economy	4 hours
Justice and minors	3 hours
Collecting data from a given area	3 hours
Individual work: Citizenship	4 hours
Accompanying the methodology for the summary essay (assessment and corrective tutorial)	6 hours
Individual work: Analytical dossier	7 hours
Child protection seminar	18 hours

Educational methods: lectures, practical work, field data collection (work placement)...

Module assessment methods: **1st summary essay (M5-1) and presentation on early childhood policy outside France (M5-2)**

– number of hours: **60 hrs** – number of ECTS allocated: **1 credit for the summary essay (M5-1) and 2 credits for the presentations on foreign early childhood policy (M5-2).**

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Module 6: addictive behaviour and professional methodology

Objectives of the module:

- situate socio-educational projects and interventions in situations specific to institutions and policies in the early childhood domain.
- capacity to identify the position of a structure within its environment.
- capacity to propose and defend early childhood social policy projects driven by the local area.

Learning outcomes:

- conceptual knowledge in addiction studies.
- affirmation of a professional positioning within an inter-disciplinary and inter-institutional dynamic.
- further study of summary methodology.

Content title	Number of hours per student
Seminar on addictive practices	18 hours
Educational accompaniment of analytical dossier	6 hours
Professionalization workshop	6 hours

Educational methods: lectures, practical work, field data collection (work placement).

Module assessment methods: **summary essay (2nd M5)**

- number of hours: **30 hrs.**
- number of ECTS allocated: **2**

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Module 7: preparation for qualification assessments

Objectives of the module:

-capacity to stay up to date with changing social policies.

Learning outcomes:

-knowledge and assimilation of changes in early childhood policy

-consolidate one's acquisition of summary methodology.

Content title	Numbers per student
Additional training: The CDAJE (departmental commission for the care of young children) , changing policies for early childhood and their impact on the ECE professions, etc.	18
Accompanying the methodology for the summary essay	12

Educational methods: lectures, practical work, field data collection (work placement)...

Module assessment methods: **final qualification assessment.**

- number of hours: **30 hours**

- number of ECTS allocated: **7**