

# EduPASS

## Online-Teaching-Platform

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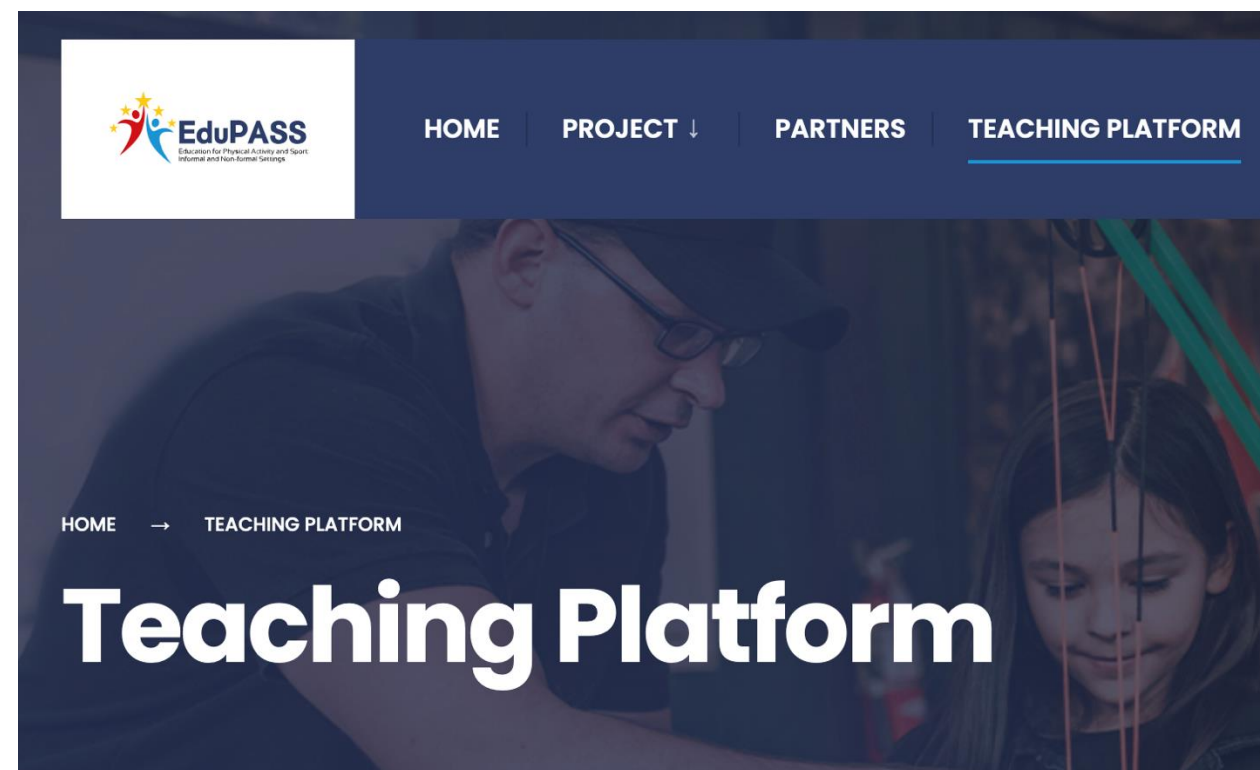
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# AGENDA

## R5: EduPASS Online-Teaching-Platform

- Template Module-Description
- Template Course-Description
- Example of one YSC module
  - Example of one YSC course
- Example of one ECE module
  - Example of one ECE course



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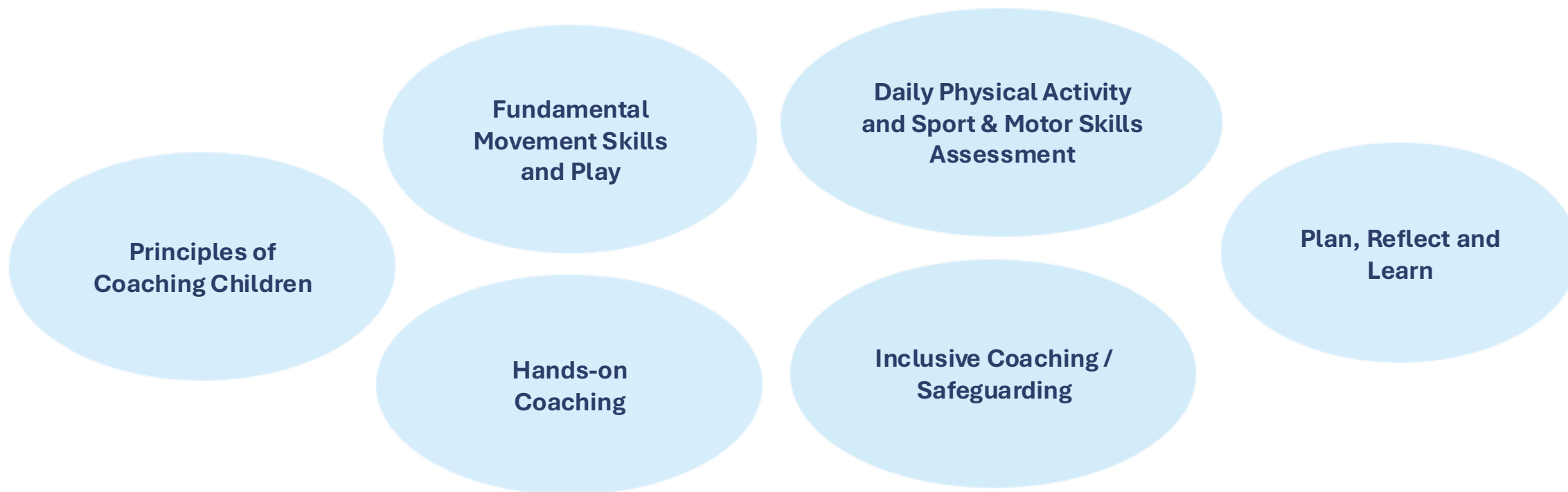
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# The 6 Core Modules – Youth Sport Coach



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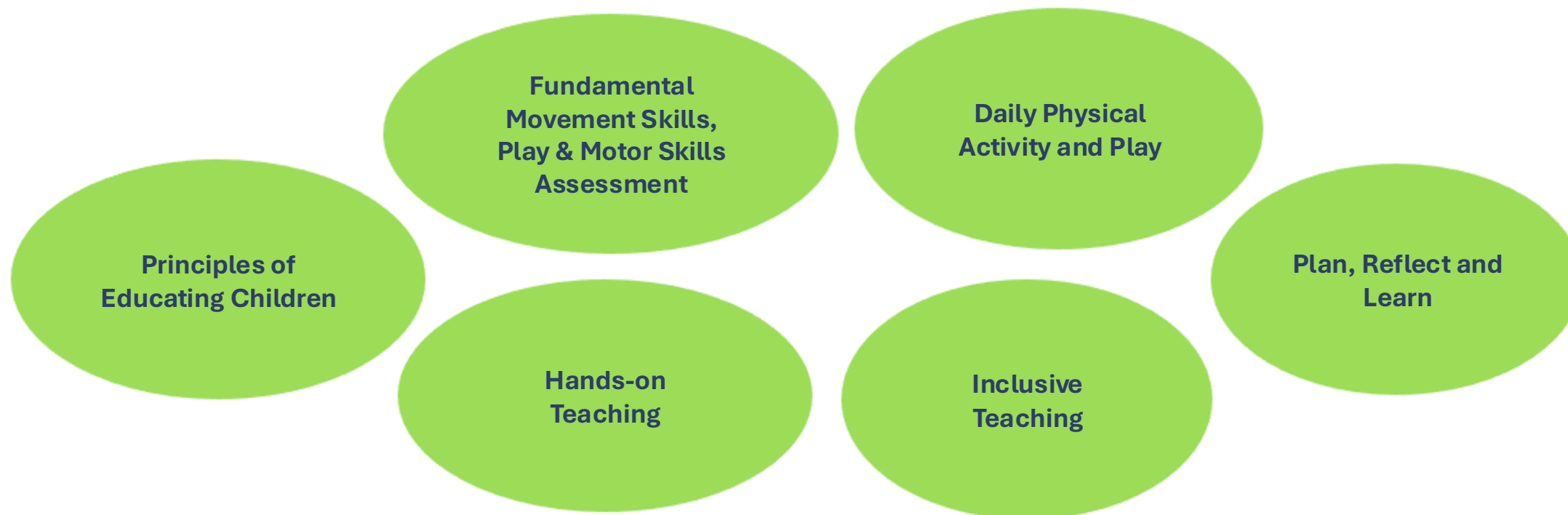
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# The 6 core modules – Early Childhood Educator



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# How did we develop the module/course content?

- **Checking for existing templates for module/course development in EduPASS partner countries**
- **Adopting a suitable template for our EduPASS module/course creation, that only needed to be adapted slightly:**  
[NATIONAL COACHING DEVELOPMENT PROGRAMME FOR IRELAND – SYLLABUS TEMPLATE](#)



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# The Sport Ireland template

## 1. Overview

- e.g., Aim – Duration – Course Format – Methodology – Facilities& Equipment – Evaluation

## 2. Player / Athlete Capacities

- Technical – Tactical – Physical – Mental – Lifetsyle – Personal

## 3. Coach Capacities / Knowledge

- Knowledge (about sport & player/athlete) – Coaching Roles, Style, Values, Ethics – Need Analysis and Planning – Coaching Practice/Performance – Communication and teamwork – Review, Evaluate and Self-Reflect

## 4. Module Outcomes *(The coach will have taken the first step towards being able to...)*

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# The EduPASS module template

- **Linked to European Sport Coaching Framework (2017)** –  
*Action-oriented module outcomes for Youth Sport Coaches*
- **Linked to EU Framework for Early Childhood Education and Care (2014)**  
*Action-oriented module outcomes for Early Childhood Educators*
- *Aligned with action-oriented module outcomes in Sport Ireland template*
- **Main adaptation:**
  - Link module / course content to EduPASS results Delphi Study results and ECE/YSC profile
  - Implement competency based Learning Outcomes for ECE/YSC as well as children
  - *aligned with Coach Knowledge / Player Capacities section in Sport Ireland template*

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# Examples of selected EduPASS modules and courses

## Early Childhood Educator

- Module 1:  
Daily Physical Activity  
and Play
- Course 1.1:  
Child holistic development

## Youth Sport Coach

- Module 6:  
Plan, Reflect & Learn
- Course 6.1:  
Child-Centred Planning for  
Clubs / Schools and alignment  
of Personal Coaching  
Philosophy

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# Example youth coach training

## Module 6: Plan, Reflect and Learn

<b>Module Duration</b>	<i>At least 30 hours (20 hrs lectures/workshops, 10 hrs self-directed learning)</i>
<b>Facilities and Equipment</b>	<i>Seminar room and gym</i>
<b>Methodology</b>	Class based and field-based presentations, during which the coach will be involved in planning (for club / personal coaching philosophy / practical coaching); and after coaching practice, reflection on their personal coaching skills and knowledge, individually, as a group of co-coaches and with a mentor.
<b>Coaching Materials</b>	Logbook / reflection book

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# Example youth coach training

## Module 6: Plan, Reflect and Learn

<b>Module Objectives</b>	<p>The aim of the core module is to achieve that Youth Sport Coaches:</p> <ul style="list-style-type: none"><li>• Plan that their coaching environment / club / school has child-centred values and policies.</li><li>• Plan that their own coaching is child-centred, with a clear child-centred coaching philosophy.</li><li>• Reflect on their personal coaching knowledge, skills, attitudes, values, and practice, with the aim of continuously improving.</li><li>• Learn through their own reflection and from engagement with the children they coach, their parents, co-coaches, mentors and communities of practice.</li><li>• Contribute to the on-going learning of other coaches and that where they coach is a learning environment for coaches.</li></ul>
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# Example youth coach training

## Module 6: Plan, Reflect and Learn

<b>Module Description</b>	<p>The environment, which Youth Sport Coaches contribute to, can be welcoming and inclusive to all children. Individual coaches can provide this in their personal coaching and can also contribute to a club / school having child-centred values and policies. The Youth Sport Coach will examine their personal coaching philosophy and a means to support a club / school to adopt child-centred values and policies.</p> <p>Reflection on practice has been identified as a key means of learning and ongoing development for coaches. This can be supported by engaging with others and to a club / school being a learning environment for coaches (as well as children). Reflection is a learned skill and the Youth Sport Coach will reflect on their practice individually, with co-coaches and with a mentor.</p>
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<b>Learning outcomes for Youth Sport Coaches</b>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• awareness about their interests &amp; preferences</li> <li>• regarding basic motor development processes</li> <li>• fundamentals of social interaction</li> <li>• benefits of play &amp; exploration</li> <li>• activities in PAMPS</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Fun and enjoyment</li> <li>• Communication skills</li> <li>• Cooperation skills</li> <li>• Motivation skills</li> <li>• Active Listening skills</li> </ul>
	<b>Attitudes:</b> <i>Children will have engaged in activities that foster development of the following attitudes when engaging in PAMPS activities with other children:</i> <ul style="list-style-type: none"> <li>• Respecting other children’s needs and interests</li> <li>• Enthusiasm</li> <li>• Creativity</li> <li>• Cooperation</li> <li>• Fun and enjoyment</li> <li>• Empathy</li> <li>• Patience</li> </ul>	<b>Values:</b> <i>Children will have engaged in activities that foster development of the following values when engaging in PAMPS activities with other children:</i> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Fair play</li> <li>• Cooperation</li> <li>• Empathy</li> <li>• Inclusion</li> <li>• Honesty</li> </ul>

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<b>Learning outcomes for children / learners</b>	The module will enable the Youth Sport Coach in training to support the children they coach to develop the following competencies (knowledge, skills, attitudes, values):	
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• awareness about their interests &amp; preferences</li> <li>• regarding basic motor development processes</li> <li>• fundamentals of social interaction</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Fun and enjoyment</li> <li>• Inclusive Communication skills</li> <li>• Cooperation skills</li> <li>• Motivation skills</li> <li>• Active Listening skills</li> </ul>
	<b>Attitudes:</b> <i>Children will have engaged in activities that foster development of the following attitudes when engaging in PAMPS activities with other children:</i> <ul style="list-style-type: none"> <li>• Respecting other children’s needs and interests</li> <li>• Enthusiasm</li> <li>• Creativity</li> <li>• Cooperation</li> <li>• Open-mindedness</li> <li>• Fun and enjoyment</li> <li>• Empathy</li> <li>• Patience</li> </ul>	<b>Values:</b> <i>Children will have engaged in activities that foster development of the following values when engaging in PAMPS activities with other children:</i> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Fair play</li> <li>• Cooperation</li> <li>• Empathy</li> <li>• Inclusion</li> <li>• Honesty</li> <li>• Teamwork</li> <li>• Friendship</li> <li>• Positive Relationships</li> </ul>

# Example youth coach training

## Module 6: Plan, Reflect and Learn

<p><b>Module structure</b></p>	<ul style="list-style-type: none"> <li>● <b>Course 6.1: Child-Centred Planning for Clubs / Schools and alignment of Personal Coaching Philosophy</b> <ul style="list-style-type: none"> <li>○ 5 h Lecture Teaching Units</li> <li>○ 5 h Workshop/Practical Teaching Units</li> <li>○ 5 h Self-Directed Working hours</li> </ul> </li>   <li>● <b>Course 6.2: Reflection and Learning</b> <ul style="list-style-type: none"> <li>○ 5 h Lecture Teaching Units</li> <li>○ 5 h Workshop/Practical Teaching Units</li> <li>○ 5 h Self-Directed Working hours</li> </ul> </li> </ul>
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# Example youth coach training

## Module 6: Plan, Reflect and Learn

<b>Course Title</b>	<b>Child-Centred Planning for Clubs / Schools and alignment of Personal Coaching Philosophy</b>
<b>Course Number</b>	6.1
<b>Course Description / Main Objective</b>	<b>The Youth Sport Coach in training will be able to:</b> <ul style="list-style-type: none"><li>• Plan that their coaching environment / club / school has child-centred values and policies.</li><li>• Plan that their own coaching is child-centred, with a clear child-centred coaching philosophy.</li></ul>

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# Example youth coach training

## Module 6: Plan, Reflect and Learn

<b>Course Structure</b> <i>(each module requires AT LEAST 2 Teaching Units)</i>	L	5 h	<b>Teaching Unit 1:</b> The Role of the Children’s Coach in the Club
	W / PE	5 h	<b>Teaching Unit 2:</b> Alignment of coaching philosophy and coaching behaviours
	SDL	5 h	<b>Teaching Unit 3:</b> Complete the tasks in the ICOACHKIDS MOOCs

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# Example youth coach training

## Module 6: Plan, Reflect and Learn

<b>Course Content</b> <i>(examples of specific Course Content based on EduPASS LTT workshops are shared as separate slide decks)</i>	<b>TU 1</b>	<ul style="list-style-type: none"> <li>The Coach Decision Making Model (ESCF, 2017 - <a href="#">CoachLearn   European Sport Coaching Framework</a>)</li> <li>Personal Coaching Philosophy, its development and growth</li> <li>A child-centred vision and strategy for a club / school</li> <li>Planning, doing and reviewing on the ground</li> </ul>
	<b>TU 2</b>	<ul style="list-style-type: none"> <li>The clubs/ schools policy and values and your personal coaching philosophy in practice (practice of coaching and review of coaching behaviours) – are they aligned?</li> </ul>
	<b>TU 3</b>	<p><b>Complete the activities in:</b></p> <ul style="list-style-type: none"> <li>MOOC 1, Chapter 1, Section 2: Children Sport – Reality Check - <a href="#">Chapter-1-The-Role-of-the-Childrens-Sport-Coach-Study-Guide.pdf (assets-servd.host)</a></li> <li>MOOC 1, Chapter 2: <a href="#">Chapter-2-What-is-a-coaching-philosophy-and-why-it-is-beneficial-to-be-clear-about-yours-Study-Guide.pdf (assets-servd.host)</a></li> <li>MOOC 1, Chapter 3: Creating A vision and Strategy for Your Club - <a href="#">Chapter-3-How-to-create-a-suitable-vision-for-your-team-or-your-club-Study-Guide.pdf (assets-servd.host)</a></li> </ul>

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# Examples of selected EduPASS modules and courses

## Early Childhood Educator

- Module 1:  
Daily Physical Activity  
and Play
- Course 1.1:  
Child holistic development

## Youth Sport Coach

- Module 6:  
Plan, Reflect & Learn
- Course 6.1:  
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alignment of Personal  
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# Example of Teacher Educator Training

## Modul 1: Daily Physical Activity and Play

### Module objectives

The aim of the core module is to:

- To clarify the **concept of holistic development** of children.
- To emphasize the importance of regular physical activity (PA) and play for children's fitness, physical and mental health, cognitive, social, and emotional development.
- To provide **recommendations for daily physical activity** in children.
- To provide knowledge for monitoring and assessing physical activity levels in children.
- To provide knowledge and skills for designing and delivering different activities and programs **supporting daily physical activity in children** in various non-formal settings.

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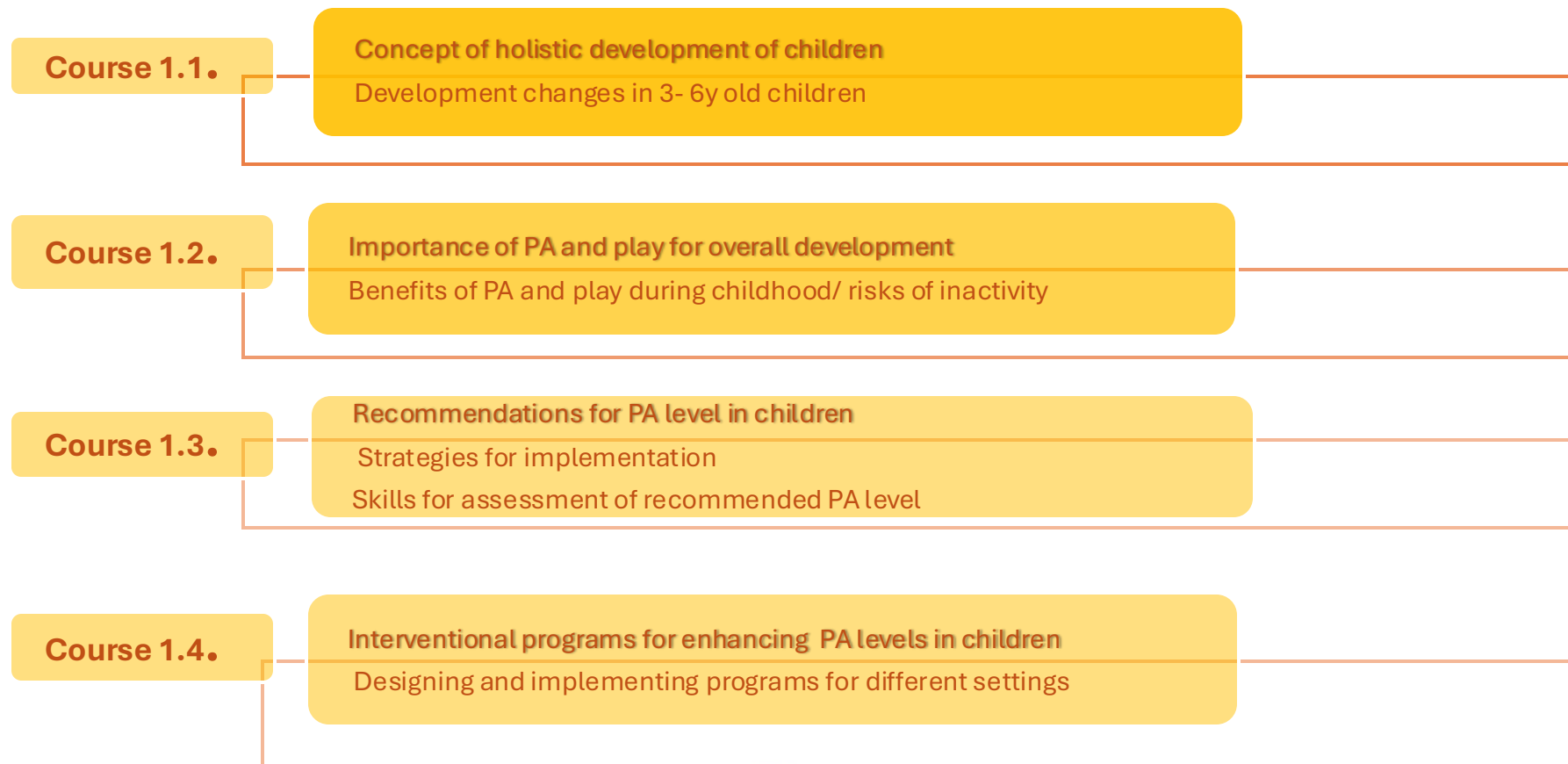


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# ECE-Modul 1: Daily PA and Play: Module description

## Structure of the module



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# ECE-Modul 1: Daily PA and Play

<b>Duration</b>	30 hours	
<b>Facilities and equipment</b>	Seminar room and gym	
<b>Methodology</b>	Course 1.1.	Class-based lectures and presentations, independent fieldwork (observation of children), work in small groups.
	Course 1.2.	Class-based lectures and presentations, independent fieldwork, work in small groups, focus group discussions.
	Course 1.3.	Class-based lectures and presentations, independent fieldwork, work in small groups, focus group discussions, specific task scenarios, and practical workshops.
	Course 1.4.	Class-based lectures, work in small groups, field-based sessions, peer teaching, focus group discussions, and practical workshops.
<b>Materials</b>	Logbook/reflection book, toolkit	

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# ECE-Modul 1: Daily PA and Play

<p><b>Essential Readings</b></p>	<ul style="list-style-type: none"> <li>• Gallahue, D., &amp; Ozmun, J. (2006). <i>Understanding Motor Development: Infants, Children, Adolescents, Adults</i> (6th ed.). New York: McGraw-Hill.</li> <li>• Haywood, K.M.; Getchell, N. (2020). <i>Life Span Motor Development</i>, 7th ed.; Human Kinetics: Champaign, IL, USA, 2020</li> <li>• Malina, R., Bouchard, C. &amp; Bar – Or, O. (2004). <i>Growth, Maturation and Physical Activity</i> (Second Edition). Champaign: Human Kinetic, Illinois</li> <li>• Santrock, J. (2008). <i>Life–Span Development</i> (Eleventh edition) New York: McGraw – Hill Book Company</li> <li>• Steene-Johanessen, Hansen, Dalene, et al. (2020). Variations in accelerometry measured physical activity and sedentary time across Europe - harmonized analyses of 47,497 children and adolescents. <i>Int J Behav Nutr Phys Act</i>, 17(1):38. doi: 10.1186/s12966-020-00930-x.</li> <li>• World Health Organization. (2019). <i>Guidelines on Physical activity, sedentary behavior, and sleep for children under the age of 5</i> <a href="https://iris.who.int/bitstream/handle/10665/325147/WHO-NMH-PND-2019.4-eng.pdf">https://iris.who.int/bitstream/handle/10665/325147/WHO-NMH-PND-2019.4-eng.pdf</a></li> </ul>
<p><b>Evaluation</b></p>	<p><a href="#">EduPASS Evaluation Tool for Early Childhood Educator Programmes</a></p>

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# ECE-Modul 1: Daily PA and Play

## Module structure

- **Course 1: Child holistic development (8h)**
  - 2 h Lecture/Seminar
  - 4 h Self-directed work (independent fieldwork, informal learning by observing)
  - 2h Workshop/ work in small groups
  
- **Course 2: Importance of physical activity and play for children's holistic development and overall well-being (8h)**
  - 2 h Lecture/Seminar
  - 4 h Self-directed work (independent study, readings)
  - 2 h Workshop/ work in small groups/focus groups discussion
  
- **Course 3: Recommendations for daily physical activity for children (6h)**
  - 2 h Lecture/Seminar
  - 4 h Self-directed work (independent fieldwork, readings, independent study)
  - 2 h Practical workshop/ work in small groups/specific tasks scenarios/focus group discussion
  
- **Course 4: Design of interventional programs for increasing daily physical activity of children in different settings (6h)**
  - 2 h Lecture/Seminar
  - 4 h Workshop/practical experience/ work in small groups

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# ECE-Modul 1: Daily PA and Play/ Learning objectives - Educators

<p>The module will enable the Early childhood Educator in training to build the following competencies (knowledge, skills, attitudes, values) which serve as a foundation when engaging with the children</p>	
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of how to motivate and engage children.</li> <li>▪ Knowledge of the child`s interests and preferences</li> <li>▪ Pedagogical knowledge</li> <li>▪ Knowledge of the basis of a child`s motor development</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Communication skills</li> <li>▪ Promoting fun and enjoyment</li> <li>▪ Skills and abilities for how to motivate children and engage them in different forms of physical activity</li> </ul>
<p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>▪ Positive attitude toward physical activity and children engagement in PA regularly</li> <li>▪ Enthusiasm to work with children at a younger age</li> <li>▪ Motivation to work with children and motivation to work for children well - well-being.</li> </ul>	<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>▪ Respect</li> <li>▪ Inclusion</li> <li>▪ Promoting positive changes</li> </ul>

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# ECE-Modul 1: Daily PA and Play/ Learning objectives - Children

Das The module will enable the Early childhood Educator in training to support the children to develop and/or foster the following competencies (knowledge, skills, attitudes, values)

<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Awareness of their interests and preferences</li> <li>▪ Understanding of what motivates them to be engaged in different forms of daily physical activities</li> <li>▪ Knowledge of different activities in PAMPS</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Fun and enjoyment</li> <li>▪ Communication skills</li> <li>▪ Cooperation skills</li> <li>▪ Motivation skills</li> </ul>
<p><b>Attitudes:</b></p> <p>Children will participate in activities that promote the development of the following attitudes when engaging in activities and games with other children</p> <ul style="list-style-type: none"> <li>▪ Fun and enjoyment</li> <li>▪ Empathy</li> <li>▪ Respect</li> <li>▪ Enthusiasm</li> </ul>	<p><b>Values:</b></p> <p>Children will participate in activities that promote the development of the following values when engaging in activities and games with other children</p> <ul style="list-style-type: none"> <li>▪ Respect</li> <li>▪ Fair play</li> <li>▪ Cooperation</li> <li>▪ Empathy</li> </ul>

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# ECE-Modul 1: Daily PA and play

<p><b>Action-oriented outcomes and results for educators</b> (based on Quality Statements from EU Framework for Early Childhood Education and Care, 2014)</p>	<p><b>The educator will have taken the first step towards being able to:</b></p> <ul style="list-style-type: none"> <li>▪ Provide educational experiences that encourage participation based on children’s interests and abilities; strengthen social inclusion and embrace diversity</li> <li>▪ Implement a curriculum based on pedagogic goals, values, and approaches that enable children to reach their full potential holistically, respecting individual differences between children</li> <li>▪ Collaborate with children, colleagues, and parents in providing different possibilities for engagement in different forms of daily physical; reflect on his/her practice</li> <li>▪ Embrace opportunities for observation, reflection, planning, and teamwork related to educational experiences</li> <li>▪ Engage in monitoring and evaluation, focused on what is in the best interest of the child</li> </ul>
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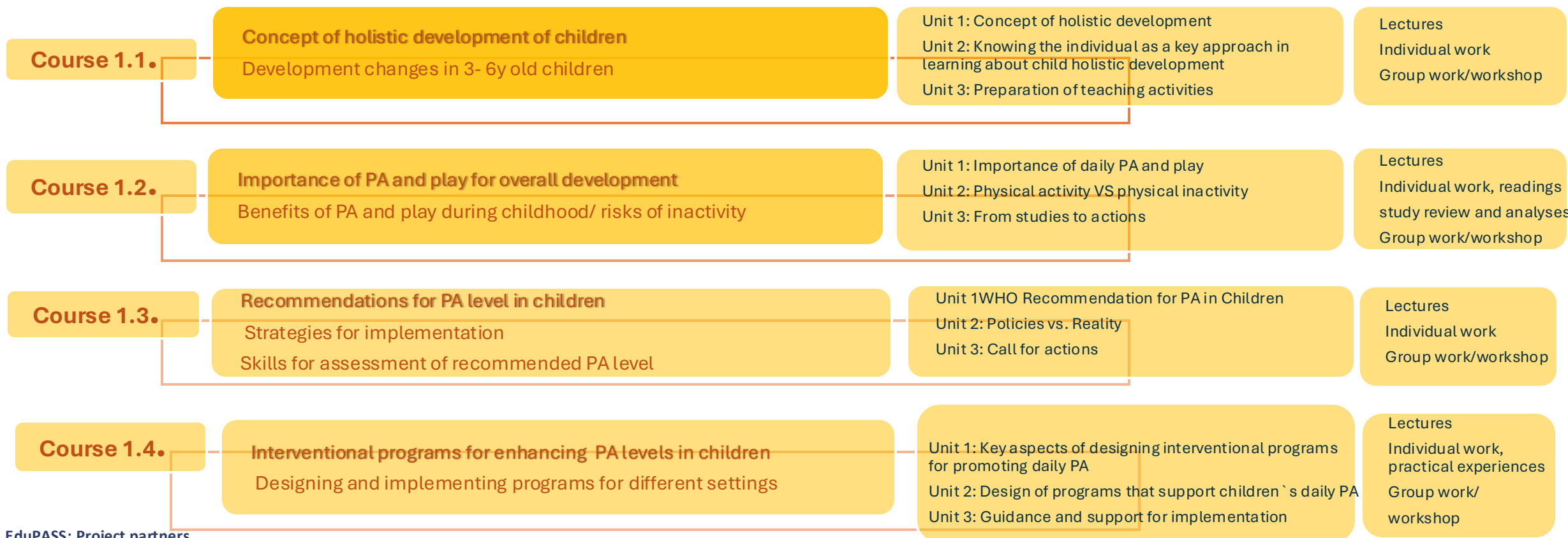


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# ECE-Modul 1: Daily PA and Play: Module description

## Structure of the module



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# Example of teacher educator training: Course 1.1

## Child holistic development

<p><b>Course Description / Main Objective</b></p>	<p>This course provides the theoretical basis of holistic child development, focusing on changes experienced by children aged 3 to 6 years. It provides an overview of holistic development and explains in depth the aspects of physical growth, motor development, cognitive development, and socio-emotional development. The course emphasizes the interrelation between all developmental domains, particularly movement, physical activity, and play, and their impact on the overall development, health, and well-being of children.</p> <p>The main objective of the course is to highlight the importance of a holistic approach to child development, specifically in relation to movement, and to understand the significance of understanding developmental specifics at a particular age, especially during early childhood.</p>
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# ECE-COURSE 1.1: Child holistic development

<b>Course structure</b>	Lectures/ Seminar	2 h	<b>Teaching unit 1:</b> The concept of holistic development; developmental domains, changes in each domain in children at the age period between 3 – 6 years old; specifics of each domain and their relation to movement and physical activity
	Independent individual work (fieldwork, self-directed work, observations)	4 h	<b>Teaching unit 2:</b> observation of children 3 -6y old; identification of changes in different domains of development; identification of similarities and differences between children at the same chronological age
	Workshop/ Work in small groups	2 h	<b>Teaching unit 3:</b> Preparing teaching activities based on theoretical lectures and independent observations and work (Workshop/ work in small groups).

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# ECE-Course 1.1: Child holistic development – CONTENT

<p><b>Teaching unit 1</b></p>	<p><b>The concept of holistic development and domains of development</b></p> <ul style="list-style-type: none"> <li>• the concept of holistic development;</li> <li>• specifics of motor, cognitive, and socio-emotional development at 3 – 6 years old children;</li> <li>• the importance of holistic approach from the aspect of physical activity.</li> </ul>
<p><b>Teaching unit 2</b></p>	<p><b>Knowing the individual as a key approach to learning about a child’s holistic development.</b></p> <ul style="list-style-type: none"> <li>• observing a particular child or several children independently at the age of 3 – 6 years;</li> <li>• focus observation of changes that occur in every developmental domain;</li> <li>• identifying similarities and differences between different children.</li> </ul>
<p><b>Teaching unit 3</b></p>	<p><b>Principles, methods and resources in promoting holistic development</b></p> <ul style="list-style-type: none"> <li>• work in small groups to prepare teaching activities based on theoretical lectures and independent observations and work</li> </ul>

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# The EduPASS Online Teaching Platform



[HOME](#)

[PROJECT ↓](#)

[PARTNERS](#)

[TEACHING PLATFORM](#)

[GLOSSARY](#)

[ACTIVITIES](#)

## Youth Sport Coach

Here you will find the six core modules and the evaluation tools for Youth Sport Coaches.

[CLICK HERE FOR THE  
MODULES](#)

## Early Childhood Educator

Here you will find the six core modules and the evaluation tools for Early Childhood Educators.

[CLICK HERE FOR THE  
MODULES](#)



## ??? Questions ???







- **Questions about the modules**  
template  
structure  
development
- **Questions about the courses**  
template  
structure  
development



**EduPASS: Project partners**



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## Discussion & Exchange



# Discussion & Exchange – Prompts

1. Which aspects, content & results of EduPASS are already included in the existing education and training programs in your country/context?
2. Which EduAPSS aspects, content & results are new and should be adopted?
3. What specific ways and possibilities are there to incorporate and implement EduPASS aspects, content & results?
4. What problems, issues might there be when trying to incorporate and implement EduPASS aspects, content & results?

## EduPASS: Project partners



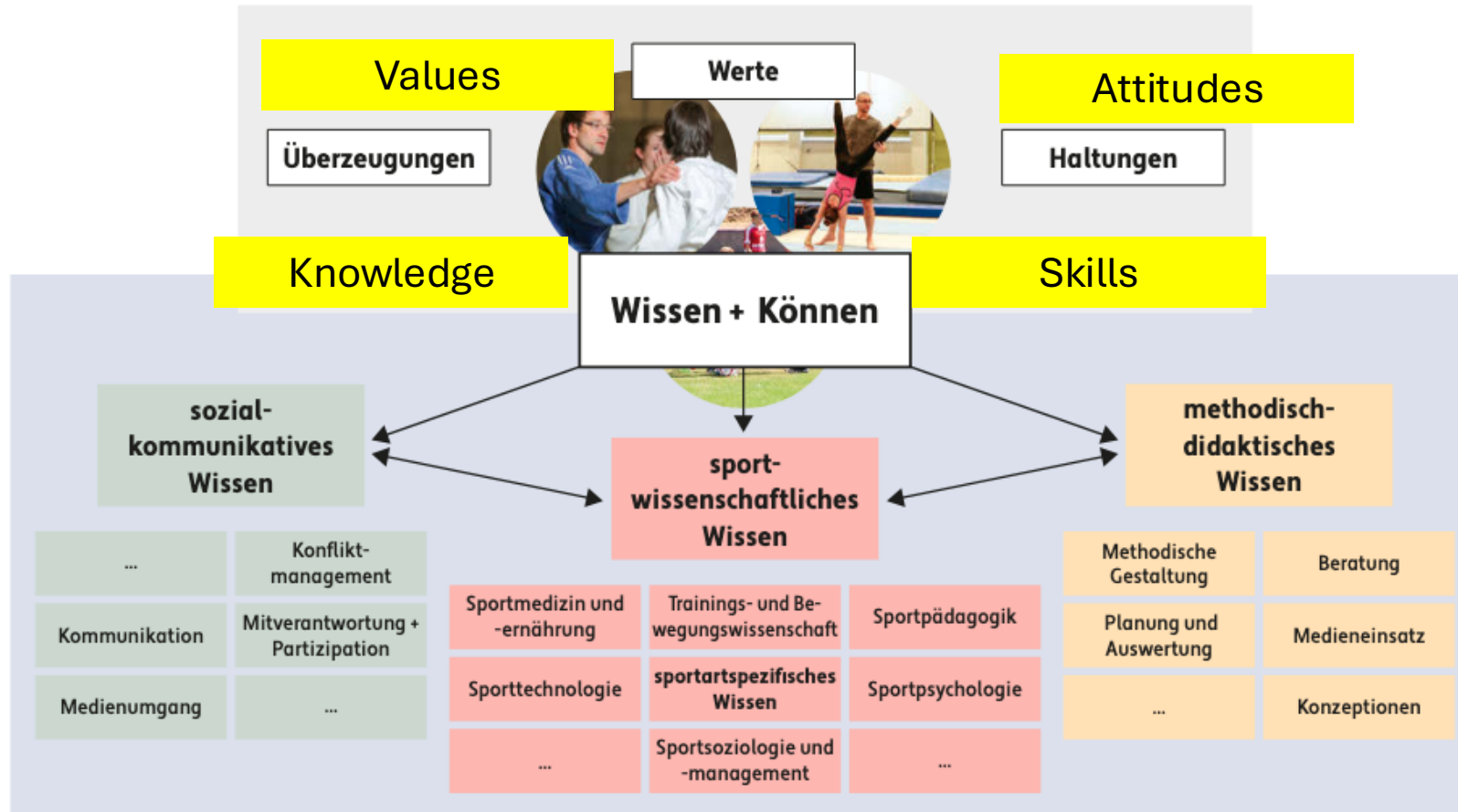
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# Transfer of the EduPASS competency-based approach



Aus: Leistungssport (Sonderdruck). Kompetenzorientiert und digital – Die Trainerbildung der Zukunft gestalten.



Abbildung 2: Wissensbereiche zu Kompetenzen von Trainern und Übungsleitern

EduPASS: Project partners



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