

INTERNATIONAL ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION – TEACHING & LEADERSHIP (IADECE-T&L)

Module of Synopsis

Module 1: Philosophy History and Tenets. (40 hrs)

This module aims to examine historical and current beliefs, attitudes and practices about teaching and learning and the role of the teacher in early childhood education. A teacher identity is important and therefore, students need to engage in critical reflections about their personal values, its stated purpose and the knowledge that informs their pedagogy and practice. This includes knowing the rights of individual children and learning the teachers' code of ethics. As students reflect on their teaching philosophy, it is crucial to note that different theoretical approaches provide different answers to which the pre-school programme is based (McNaughton, 1998).

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment

Module 2: Child Development of Young Children - 0 to 3 years (40 hrs)

This module is designed to introduce students to the process of child development in detail. Students will study the human journey from infancy to 3 years old, and the critical issues accompanying each stage in this journey. Its primary goal is to help learners become familiar with the many methods and theories of the life span in naturalistic observation and experimentation. Students will examine critically the strengths and limitations of these different approaches to thinking about development, and will explore how it relates to their personal experience. It also emphasized the research stimulated by the theories to provide the foundation for sound and effective practices with children.

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

Module 3: Child Development of Young Children 4-8 years (40 hrs)

This module is designed to introduce the students to the major theories and research in child development from 4 to 8 years. It studies the human journey from pre-childhood to toddler, and the critical issues accompanying each stage in this journey. Growth and development in the various domains (such as physical, intellectual, emotional and social) will be traced and discussed. This knowledge will assist students understand children's behavior so that they can respond to their needs appropriately. With that knowledge, students will learn to plan developmentally and culturally appropriate environments and experiences to nurture and support children's learning.

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

Module 4: Observation, Assessment and Evaluation (40 hrs)

This module is an introduction to all aspects of observation and planning of child study. It emphasizes the importance of observing young children in order to understand and plan developmentally and culturally appropriate programs to meet their individual interests, needs and abilities. Students will be introduced to various methods of observation, with emphasis on observational strategies, such as running record, anecdotal record, photographic documentation and work samples with narrative. Students will also learn to construct lesson plans based on observations of young children at various settings.

This module will introduce students to the different methods of assessing and evaluating young children's development. Students will examine and discuss the different methods, and select methods which are suitable for use with young children. Students will learn the importance of introducing timely and appropriate intervention programmes to meet the needs of young children in their critical years. Students will gain exposure in a childhood environment.

This includes hands-on experience in implementation, assessment, and evaluation as part of the learning journey.

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

Module 5: Classroom Management and Positive Guidance (40hrs)

This module aims to develop awareness and increase students' knowledge of the various child guidance strategies that they can adopt in addressing typical behavioral challenges. Through case studies and hands on activities students will have opportunities to discuss and apply these guidance strategies with a broad range of practical, effective and flexible guidance within the premise of direct communication and assertiveness.

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

Module 6: Curriculum Planning, Development and Implementation (80 hrs)

This module aims to introduce student teachers in discussing the importance of the different curriculum models in relation to the philosophies, curriculum approaches and the role of teachers to further explores the pedagogical practices in strategic planning and developing a developmentally appropriate curriculum in line with the NAEYC Education curriculum framework and desired learning outcomes.

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

Module 7: Planning and Designing the Learning Environment (40hrs)

This module will cover the setting up of both physical and social learning environment, the importance of using space, time, people, and materials to create a place that is conducive to children's learning and development. Students will be made aware of the need to communicate to the children that the pre-school learning environment is a setting where they can actively explore, experiment, take risks and challenges, participate in activities as well as have some individual space within the design of the environment.

Assessment Weightage: 40% Individual Assignment(s) | 60% In-class Assignment(s)

Module 8: Technology for Young Children (40 hrs)

This module aims to equip students with the socio-constructivist approach in facilitating children's innate curiosity about the world around them. Students will be exploring innovative strategies to engage children and their families to develop and sustain positive view and dispositions towards their immediate environment and the world as a whole.

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

Module 9: Safety, Health, Hygiene and Nutrition (40 hrs)

This module will assist the learners to develop the knowledge and skills to plan, provide and maintain a safe, healthy and hygienic environment for children. Learners will learn to take a holistic approach, describe an ecological perspective and explain how the environment have implications on health promotion, protection and prevention and realize the importance of promoting the health and well-being of young children, staff and families in childcare and kindergartens.

Assessment Weightage: 45% Individual Assignment(s) | 35% Group Assignment(s) | 20% Resource File

Module 10: Working with Families, Communities and Agencies (40hrs)

This module prepares learners with the professional skills and knowledge to work effectively with children and their families, communities and agencies as they are in a unique position to explain community to families, and vice versa.

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

*** Module 11: Supervised Teaching Practices – Project One (40 hours)**

This module aims to extend student's competence in relation to practical aspects of working with young children of a specific age group from 0-8 years old. It shall provide students with opportunities to analyze, evaluate and modify their teaching practice to maximize their professional growth. Students will plan and implement lessons for children of a specific age group. This includes child observation, assessment, and implementation.

Assessment Weightage: 100% Individual Assignment(s)

Module 12: Current Issues and Research in Early Years Studies (40 hrs)

This module presents students with a panoramic view of current local and global issues, which may have long-term implications for Singapore. They will learn to apply critical thinking tools to examine current issues, support their views with relevant research and up-to-date data, articulate an informed opinion and mature as civic-minded individuals.

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

Module 13: Administration and Management in Early Years Setting (40 hrs)

This module develop students' behaviors, actions and responses that will enable them to cope successfully at work. Students will learn to manage their time, professional interactions and relationships, and personal limitations as well as develop coping behaviours for disappointments, mistakes and stress.

Students also learn about planning, management and administration of early childhood care and education centres (e.g. services, scheduling, staff training and development, staff roster, curriculum)

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

Module 14: Leadership and Supervision in Early Education (40 hrs)

This module enable students to motivate, manage, assess and appraise staff. Enhancing building of on leadership qualities as well as financial planning, management and control; Managing change in early childhood care and education settings; Human resource management (team building, conflict management, staff development, continual professional development); Mentoring and Use of Information Communication Technologies (ICT) in administration and communication.

The module also touches on the Leadership styles in an early childhood care and education contact.

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

Module 15: Teacher as Reflective Practitioner (40hrs)

This module focuses on the importance of professional practice in relation to personal growth and professional development. It outlines the professional framework underpinning best practices in philosophical and theoretical principles; reflecting the stages in teachers' professional growth; and managing personal and professional growth. Students will learn the skills and attitudes in building relationship with their colleagues. They will explore different issues, methods and models in supporting their own professional growth and development. They will have the opportunity to study the various factors that affect the provision of high quality early childhood programmes, early childhood ethics and advocacy. In addition, students will be encouraged to discuss the society's role in valuing children and examine the factors that influence staff morale and staff turnover. They will go through exercises that enhance self-awareness and gain an understanding in being a leader in early childhood settings.

Assessment Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

*** Module 16: Leadership Practices – Project Two (40 hrs)**

This module aims to build on the knowledge and skills acquired from prior coursework and field practicum experiences. The course structure includes: (a) students' gradual assumption of supervised leadership quality in teaching and responsibilities (planning based on child observations, implementation, and reflection); (b) observational assessments by supervisors, and (c) self-evaluations and reflective theory-practice conversations with the supervisor and cooperating teacher. Students are expected to demonstrate satisfactory teaching effectiveness in at least three consecutive weeks of full classroom responsibility.

Assessment Weightage: 100% Individual Assignment(s)