

## **Module Synopsis - Fundamentals Certificate in Early Childhood Care & Education (FCECCE)**

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### **Module 1: Child Development and Guidance (30 hours)**

#### **1.1 Introduction to Child Development (18 hours)**

The main focus of this module is to help students gain an understanding of how children develop in different domains and stages. With the introduction of various theories of child development, the student will be able to know what behaviour and characteristics they can expect in children at different ages.

Assessment: Students' performance will be assessed based on group assignment (45%), individual assignment (50%), and class participation (5%). The modes of assessments range from group assignment on the understanding of child development theories to a written assignment on the role of caregiver in today's context.

#### **1.2 Positive Guidance and Classroom Management (12 hours)**

Students will be equipped with essential classroom management skills to manage common behavioural problems faced in a classroom setting. Through the use of concrete case studies and scenarios, students will be able to apply various strategies to guide children and help them learn acceptable behaviour. Students will also gain insights into the importance of effective communication and setting of rules and regulations.

Assessment: Students' performance will be assessed based on group assignment (45%), individual assignment (50%), and class participation (5%). The modes of assessments range from presentation, written assignment on case studies, discussion on different approaches to positive guidance and classroom management.

### **Module 2: Creative Approaches to Caring and Learning (35 hours)**

#### **2.1 Play in Early Childhood Curriculum (6 hours)**

This module is designed to provide students with an overview of the effective provision of play and practice in the different early childhood settings. There will be a brief introduction to theoretical frameworks, which explain the different aspects of learning, the benefits of different forms of play, and a rationale for a play-based curriculum and pedagogy.

Assessment: Students' performance will be assessed based on group assignment (45%), individual assignment (50%), and class participation (5%). The modes of assessments range from role play, discussion and presentation of play activities for children.

#### **2.2 Toy Selection for Young Children (6 hours)**

Choosing appropriate toys for children is an important responsibility for the early childhood professional. Despite the great number of toys available to children in their homes, as well as in child care settings, many toys are inappropriate or even dangerous for young children. The need for open-ended opportunities is great since toys provided to young children support play, an essential element in child development.

Assessment: Students' performance will be assessed based on group assignment (45%), individual assignment (50%), and class participation (5%). The modes of assessments range from written reviews of toys, to making a creative, safe, and age-appropriate toy.

#### **2.3 Beginning Learning Experiences for Infant and Toddler (8 hours)**

This module explores the practices in planning and developing developmentally appropriate activities for infants and toddlers.

Assessment: Students' performance will be assessed based on group assignment (45%), individual assignment (50%), and class participation (5%). The modes of assessments range from book reviews to story-telling.

## **2.4 Beginning Learning Experiences for Young Children (9 hours)**

This module explores practices in planning and developing developmentally appropriate activities for young children.

Assessment: Students' performance will be assessed based on group assignment (45%), individual assignment (50%), and class participation (5%). The modes of assessments range from creating activities to planning of learning activities.

## **2.5 Preparing and setting up of Learning Environment (6 hours)**

This module will introduce students to the design process and evaluation of environments that support high quality programs for children from 0-8 years old. Students will have an opportunity to develop an understanding about their role as an assistant teacher in identifying and supporting learning environments with meaningful materials and activities.

Assessment: Students' performance will be assessed based on group assignment (45%), individual assignment (50%), and class participation (5%). The modes of assessments range from setting up effective learning environments to assessing materials and activities.

## **Module 3: Safety, Health and Nutrition (25 hours)**

### **3.1 Safety, Health and Nutrition (25 hours)**

This module introduces students to developmentally appropriate practices related to children's safety, physical and psychosocial well-being. The key focus of the module is to help them to understand and value the role they play in fostering preventive health concepts and helping young children to begin and establish good habits, attitudes and life-long responsibility for optimizing personal well-being. It aims to heighten awareness in the areas of children's safety, health, nutrition, child abuse, neglect and professional positions on children and to equip them with the knowledge and skills necessary for managing aspects of routine care including bathing, toileting, feeding, naptime and arrivals and departures.

Assessment: Students' performance will be assessed based on group assignment (45%), individual assignment (50%), and class participation (5%). The modes of assessments include written assignment on ideas to make risk-taking reasonably safe in the school, and written assignment on ways to avoid abuse of young children in the school.

## **Module 4: Professional Development (20 hours)**

### **4.1 Professional Development (20 hours)**

This module focuses on the importance of professional practice in relation to personal growth and professional development. The module 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. The module provides insight into the professional role of early childhood practitioners to help promote a positive working environment for staff, parents and children in early childhood settings.

Assessment: Students' performance will be assessed based on group assignment (45%), individual assignment (50%), and class participation (5%). The modes of assessments include written assignment on ethical issues relating to the NAEYC Code of Ethical Conduct and an individual reflection paper.

## **Module 5: Working with Families (10 hours)**

### **5.1 Working with families (10 hours)**

This module highlights to students the significant roles early childhood educators play in establishing positive and meaningful partnerships between families and themselves as early childhood professionals.

Assessment: Students' performance will be assessed based on group assignment (45%), individual assignment (50%), and class participation (5%). The modes of assessments range from group assignment on case studies relating to the topic and an individual written assignment on parental involvement.

## **Module 6: Supervised Teaching Practice (60 hours)**

### **6.1 Practicum (60 hours)**

This module aims to extend the student's competence in relation to planning, managing and conducting a small group activity.

Assessment: Students' performance will be assessed based on writing daily reflective logs; skills in carrying out routine care, rituals and transitions; skills in observing and documenting common classroom concerns and dilemmas and suggesting solutions to resolve those concerns and skills in carrying out small group activities (e.g. reading stories, songs, art & craft)

This course comprises of a practicum component that entails students' attachment to a host centre for their supervised practice and supervision visits by a practicum supervisor. Nanyang Institute of Management (NIM) will facilitate in the arrangement and process of students' attachment.