

# **International Diploma of Teaching in Early Childhood**

## *Module of Synopsis*

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### **Module 1: Fundamentals of Early Childhood Education**

#### **1.1: Philosophy, History & Tenets (30hrs)**

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 (MacNaughton, 1998).

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

### **Module 2: Child Development, Assessment and Evaluation**

#### **2.1: Human Growth & Development of Young Children (30hrs)**

This module is designed to introduce the students to the major theories and research in child development from birth to 8 years. It studies the human journey from infancy to middle childhood, 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 behaviour 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)

#### **2.2: Understand Children's Play & Development (30hrs)**

This module aims to explore and extend the power of play in children's learning. Theoretical perspectives, analyzing the different genres of play and understanding the inclusion of play in the curriculum will be further explored in this module for participants to gain an insight on the importance of play in children's developmental milestones. Participants will explore issues and assumptions about play in preschool learning. This will enhance their understanding and awareness of their role as facilitators of play.

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

#### **2.3: Observations & Planning (180 hours)**

This module is an introduction to all aspects of observation and planning as well as 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 anecdotal record, photographic documentation with narrative and work sample with narrative, etc. Students will also learn to construct lesson plans based on observations of young children. Students will gain exposure in a childhood environment. This includes hands-on experience in child observations and planning as part of the learning journey.

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

## **2.4: Implementation, Assessment & Evaluation (180 hours)**

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. They will also 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 3: Classroom Management and Positive Guidance**

### **3.1: Promoting Positive Behaviors (40hrs)**

This module is designed to help students identify different types of children's behaviors and the reasons behind them. It will introduce students to the practice of positive guidance and also presents knowledge of the natural stages of child development. The course provides a guide to adults as they continue to meet the development needs of children from infancy to early childhood. It hopes to equip teachers of young children with a broad range of practical, effective and flexible guidance strategies within the premise of direct communication and assertiveness.

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

## **Module 4: The Early Childhood Learning Environment**

### **4.1: Early Childhood Special Needs (30hrs)**

This module is designed to provide the students with an overview of the field of special education, specifically pertaining to its place in our current educational system. The course will consider legal issues as well as other related issues, which impact the education of students with disabilities. The course will also discuss individual categories of disabilities along with general instructional considerations therein. This course is further designed to provide conceptual knowledge regarding special education, individuals with disabilities and gifts, and the impact of disabilities on the family.

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

### **4.2: Designing Environment for Young Children (60hrs)**

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. Through hands-on experiences students will have opportunities to develop an understanding about their role as early childhood educators and how they can imbue their learning environment with materials and activities that will reflect their personal or program values and goals.

This module also focuses on developing a process of designing a developmentally appropriate learning environment for young children. Students will redesign the space in their own centre as a result of addressing issues related to how, what, why, and where the children learn. They will be expected to select, organize, create and evaluate educational materials and environments for children. Care must be given to such factors as the age of the children in the setting, the knowledge of the individual needs of children, and the constraints of their specific environments.

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.

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

## **Module 5: Curriculum Studies**

### **5.1: Language and Literacy (60hrs)**

This module will provide a framework for students to work with young children in language arts. The module will stress the integration of the language arts (listening, speaking, reading, and writing) with a focus on "whole language". Topics will include: An exposure to a wide range of excellent examples of children's books and develop an ability to evaluate the quality of children's books and make appropriate selections for young children; organizing classroom environment to enhance literacy development; Home-School Connection; and disabilities that may affect a child's ability to learn and spoken or written language; stages of development in children's reading & writing and ways to support language acquisition in young children.

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

### **5.2: Numeracy (60hrs)**

This module explores numeracy in a social and cultural perspective. Students will analyse how children discover and think numeracy knowledge and apply it to full-fill the purposes of their everyday lives. Students will be equipped with a perception of Numeracy as reflection of child-centred philosophy and its acquisition permits for flexibility, choice, creativity and ingenuity in terms of tools, applications, processes and outcomes.

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

### **5.3: Science in Early Childhood (30hrs)**

The module examine the 3 facets of science; science as process, concepts and content. It will adopt the constructivist approach and its teaching strategies as a base to understand how children construct knowledge; to identify science processes; to plan developmentally appropriate science activities for pre-schoolers aged 3+ - 6 years. Through the experiential science activities conducted in class, students will analyze the philosophy, environment and the pedagogy required to help children develop self-directed inquiry skills as well as foster creative communication techniques.

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

### **5.4: Motor Skills Development (30hrs)**

This module aims to equip student educators with the Socio-Constructivist Approach in facilitating children development in motor skills to their full potentials. Motor skills form the foundation for more complex motor skills. The development of these skills affects physical fitness, agility and coordination, which in turn influence a child's health and mastery of self-help skills. Student educators will be exploring strategies to engage children and their families in the development of:

(a) Locomotor skills; (b) Non-locomotor skills; and (c) Manipulative skills. The ultimate aim of this module is to create an understanding and awareness among student educators that motor skills sets the precedence for children to develop holistically.

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

### **5.5: Arts as Meaning Making in Early Childhood (30 hours)**

It is designed to create an awareness among student teachers of the importance to encourage creativity and critical thinking in young children about the arts. Student-teachers will be taught the actual developmental processes of how young children's art should be organized and provided for in order to enhance children's appreciation in art and craft. By understanding and providing age-appropriate needs of young children, student-teachers would be able to use this knowledge to unleash young children's expression and appreciation through a variety of art media. Most importantly, at the end of this short course, student-teachers would hopefully impart a life-long interest in the arts themselves and help provide endless opportunities for young children to discover the magic of creative art.

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

### **5.6: Creative Arts in Early Childhood (30 hours)**

It is designed to help student teachers to provide musical experience for young children from 2 to 6 years old. Participants will be exposed to variety of musical experiences such as singing, rhythm playing, creative expression, playing of percussion instruments and listening to music. Through these experiences, participants will learn how to create an effective learning and growing environment in which the young child's musical instinct can be sharpened. In addition, the participants will be effective in planning and implementing an age-appropriate music programmed for the young children.

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

### **5.7: Social and Emotional Development (30 hours)**

This module aims to equip student educators with the Socio-Constructivist Approach in facilitating children develop a positive sense of themselves in relation to their peers, family and the community. Student educators will be exploring strategies to engage children and their families to: (a) Develop self-awareness and self-management skills for their personal well-being; (b) Develop social awareness and manage relationships for their social well-being; and (c) Make responsible decisions and act on them. The ultimate aim of this module is to create an understanding and awareness among student educators that the content sets the precedence for children to develop character and citizenship.

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

### **5.8: Programme Planning (30hrs)**

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 6: Teacher as the Reflective Practitioner**

### **6.1: Personal Growth & Professional Development: The Reflective Practitioner (100hrs)**

This module focuses on the importance of professional practice in relation to personal growth and

professional development. The subject 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 subject 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 Weightage: 50% Individual Assignment(s) | 50% In-class Assignment(s)

## **6.2: English Language in Education (120 hours)**

This module aims to extend the student's knowledge of language and culture needed to inform them of their own teaching practice. It also aims to prepare for more advanced modules relating to language and literacy, and in part as content to teach young children. It starts by considering how we use spoken and written language as means of communication within cultural and social contexts. It examines the patterns of language used to deal with details of grammar, wording, speech sounds and writing.

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

## **Module 7: Safety, Health, Hygiene and Nutrition**

### **7.1: Safety, Health, Hygiene & Nutrition (40hrs)**

This module ensures that students come to realize the importance of promoting the health and well-being of young children, staff and families in childcare and kindergartens. It also ensures that students are aware of the many good practices that are necessary when working with children and can apply the concepts to real world experiences.

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

## **Module 8: Families and Community Engagement**

### **8.1: Educators in Effective Partnership with Families & the Community (60hrs)**

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

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

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