

Indicative List of ECDE Core Modules

Note: EC components within the Diploma in Chinese Studies (Early Childhood) and Diploma in Tamil Studies in Early Education at NP will also adopt a similar core.

Child Development I

This module introduces students to research on early brain developments and its implications to the child's development. Early Years developmental milestones will be discussed with significant emphasis on child development from birth to three years of age. Students will develop an understanding of the philosophy of infant toddler care and development, and the Early Years Development Framework (EYDF)¹. Students will also learn appropriate behaviour guidance and interaction strategies for this age group of children that are informed by observation and documentation.

Child Safety, Health & Socio-emotional Wellbeing

This module introduces policies and practices for establishing and maintaining a safe and healthy learning environment for educators and children in early childhood settings as they relate to the socio-emotional wellbeing of children.

Principles and Practices in Early Education

This module provides students with an overview of the historical development of early childhood care and education, pedagogical principles and contemporary perspectives. Students will also gain an understanding of the different models of practice internationally including the Rights of the Child (UN-CRC) and how they relate to Singapore.

The Professional & Reflective Practitioner

This module explores the various roles of an early childhood educator in working with children, families, other professionals and agencies in the community. A range of professional issues will be examined, including stages of professional development, practitioner competencies, continuing education, advocacy and personal growth plans which are aligned with the current early childhood landscape in Singapore.

Language & Literacy

This module introduces students to the theoretical and philosophical underpinnings of language and literacy development from birth to six years of age, including trends and issues within a multicultural and multilingual society. Students will learn to design, organise and evaluate literacy-rich environments that help facilitate language and literacy development; identify suitable prints and other media for reading activities to develop in young children an appreciation for a variety of children's literature.

Child Development II

This module introduces the major theories in child development and their implications on practices in child-rearing and early care and education. The joint contributions of biology and environment to the various aspects of child development will be explored. Students will deepen their understanding of the holistic development of children through

¹ The Early Years Development Framework (EYDF) is a resource developed to help child care centres cultivate appropriate care and development practices, as well as create nurturing environments for young children aged three years and below.

<p>observation, recording and analysis of children's physical, cognitive, social and emotional growth and development. This understanding will help the student link theory to practice and guide the planning of learning experiences and techniques for behaviour guidance. The Nurturing Early Learners Framework's six learning domains² will also be discussed.</p>
<p>Practicum I (100 hours)</p> <p>This practicum is for students to relate to the practical aspects of working with young children in early childhood settings with focus on ages three plus and younger. It will support students' learning in the area of child development, observation of children in various contexts, safety, health, hygiene and nutrition matters and the learning environment for play. Students will also be involved in daily routine care of the early childhood setting, taking on teacher-assistant roles and engage in reflective writing.</p>
<p>Effective Learning Environment for Young Children</p> <p>This module equips students with the principles to design conducive learning environments to support play and learning for children from birth to six-years of age, noting that the conditions in the environment also affects the behaviour of children. Students will also learn to set up appropriate learning areas to enhance the physical, cognitive and social and emotional development of children. The selection of print and non-print materials, use of technology and the role of the educator will also be covered.</p>
<p>Motor Skills Development</p> <p>This module equips students with the knowledge and skills to help young children develop perceptual, fine motor and fundamental movement skills consisting of locomotor, non-locomotor and object control skills in a safe environment. Students will learn to observe, plan, implement and facilitate fun, meaningful and age appropriate indoor and outdoor play activities and fundamental movement experiences using an integrated approach to learning.</p>
<p>Social Emotional Learning</p> <p>This module equips students with the theoretical knowledge and pedagogical skills to nurture social-emotional competencies and positive values necessary for character formation in young children. It also addresses the role of teachers, in modelling good character traits, in helping children develop self-awareness and self-management skills for their emotional well-being as well as social competence to build strong interpersonal relationships. Students will also take reference from PRAISE³ and use children's picture books to teach values, pro-social behavior, understanding of self and others and integrate social emotional learning across the curriculum.</p>
<p>Aesthetics & Creative Expression</p> <p>This module introduces students to an array of visual and performing arts and exposures for the appreciation of the creative art forms. In addition, students will be introduced to progressive theories on Arts education to build firm foundations on the key roles the Arts play within early years learning settings. Theories related to aesthetic and creativity will also be introduced. Students will learn multiple approaches to engage young children in</p>

² The Nurturing Early Learners (NEL) Framework articulates MOE's belief and principles about how children learn and develop, and what constitutes quality pre-school education. The Framework also contains learning goals for six learning areas that establish what children should know and be able to do at the end of their kindergarten education, to ensure they have a smooth transition from kindergarten to primary school.

³ As part of the NEL Framework, it states six learning dispositions (PRAISE) that pre-schools seek to develop in every child – perseverance, reflectiveness, appreciation, inventiveness, sense of wonder and curiosity, and engagement.

creative-arts expressions that are aesthetically rich and imaginative. Through both theory, experiential sessions, students will encounter the Arts first hand and will design Arts experiences that are developmentally appropriate, meaningful and informed by practice.

Early Numeracy

This module examines the theoretical framework which underpins young children's learning of mathematics. Students will be introduced to the principles, knowledge and skills required to plan, implement and evaluate learning experiences that lay the foundations for children to become problem solvers and abstract thinkers. Students will learn to choose developmentally appropriate materials and resources, set up mathematically-rich environment, teaching techniques to nurture children's mathematical thinking and assess their learning. The use of technology and integration of numeracy in the other learning domains will also be emphasised.

Discovery of the World

This module provides an overview of how young children make sense of the world they live in and how they acquire knowledge and concepts. The scope of Science, environment awareness, technology in everyday life and learning, the Social Sciences, and culture and heritage, for children's inquiry will also be covered. Students will learn to use the Constructivist approach to teaching, engage in field exploration and setting up discovery centres. Teaching techniques that support inquiry and independent learning in children and planning developmentally and culturally appropriate learning goals and experiences for children from birth to six years of age will also be covered.

Practicum II (200 hours)

This practicum is for students to relate to practical aspects of working with children from three plus to six years of age in early childhood settings. Besides taking on teacher-assistant roles, the focus will be on setting up or reviewing the learning corners, engagement and facilitation in small group play and activities, as well as large/whole group teaching. Students will learn to plan a series of structured and unstructured sequential learning experiences for children. Students will also engage in reflective writing on their roles as a professional early educator and their interactions with children.

Curriculum Planning & Implementation

This module provides students with the knowledge and skills for planning, implementing and evaluating developmentally appropriate curriculum for children from birth to three and from three plus to six years of age. Students will take reference from the Early Years Development Framework and the Nurturing Early Learners Framework to explore the scope and process of integrating Learning Areas and Learning Depositions. Philosophies and beliefs and theoretical underpinnings of how children learn and develop will also be fundamental to the meaning of curriculum for the different age groups, the supporting environment that ensue, the types of learning activities, the role of the educator and different facilitation techniques.

Student Internship Programme (22-week)

The Internship Programme, with professional practitioners acting as mentors, enable students to acquire the work experience needed for their chosen areas of interest. The organisations involved are selected for their capacity to allow students to learn different aspects of work in the early childhood industry. The students' learning outcomes are assessed by their respective internship mentors and NIEC supervisors. Students could also work closely with staff in the early childhood centres on projects that will benefit children, families and the community.

Family & Community Partnership

This module equips students with the knowledge of family structure and dynamics in Singapore and skills for working with diversity in families, with the understanding of interdependence between schools and families. Various models of family involvement will be explored with the focus on schools working respectfully with diverse family groups and tapping on community resources for the education of young children.

Working with the Exceptional Child

This module introduces students to various exceptional needs in young children including physical, cognitive, behavioural, emotional and sensory characteristics that make them different. Trends and issues in relation to inclusive practices and policies will be covered. Students learn about their roles in an inclusive learning environment, design of individualised learning plans and communication with families. Students will also explore community resources and professionals that provide support for children with additional needs.