

## Advanced Certificate in Early Childhood Care and Education (ACECCE)

### Module Synopses

#### Child Development and Observation

This module introduces students to early brain development and growth, and the principles of child development from birth to 6 years old. There will be discussion on different patterns of attachment, children's personality, styles of communication, temperaments as well as preferences for different modes of learning. Such knowledge will be linked to the implications on practices that will impact children's growth, well-being, learning and development. Students will also learn about the importance of assessment in understanding the holistic development of all children, the different assessment methods and how to carry out observations and documentation of children's interests, needs, abilities, learning and development in order to plan meaningful and developmentally appropriate experiences.

#### Principles and Practices of Early Childhood Education

This module provides the students with an overview of the development of and perspectives on Early Childhood Care and Education, both globally and locally. It introduces students to Singapore's early childhood frameworks such as the Early Years Development Framework (EYDF) and the Nurturing Early Learners: A Curriculum Framework for Kindergartens in Singapore (NEL Framework), as well as SPARK certification and the AECES Code of Ethics. Students will learn about the desired outcomes of early childhood education (ECE) spelled out in the frameworks and the relationship between these outcomes and their daily practices. The United Nations Convention on the Rights of the Child (UNCRC) will also be discussed with special focus on the child's right to play. The importance and role of play in the early years, the characteristics of play and the different types of play will also be examined.

#### Safety, Health and Nutrition of Young Children

This module introduces students to the Regulatory Standards for Early Childhood Development Centres (ECDCs) by the Early Childhood Development Agency (ECDA), which is a document used to assess the safety and quality standards of ECDCs. Students will learn to provide and maintain a safe, hygienic and healthy physical environment; understand the importance of nutritional adequacy and balanced meals; identify symptoms of common childhood illnesses, respond to illness, accidents and emergencies as well as teach children hygienic and safe practices, including keeping their body safe from inappropriate touches. The dangers and impact of inappropriate technology use on children's development will be highlighted. Common challenges and record keeping related to infants and toddler's health and nutrition will also be discussed. In addition, the module prepares students to identify signs of child abuse and neglect and to follow child protection procedures and policies. Ethical practices and issues related to information sharing will also be covered.

#### Responsive and Positive Interactions

This module teaches appropriate care-giving practices and strategies to foster trusting, respectful, responsive and reciprocal relationships with children through positive interactions. Students will learn about the benefits of different types of daily care routines and transitions and how to carry them out for children 18 months to 6 years old. Greater emphasis will be placed on identifying the unique personalities, temperaments, strengths, preferences and interests of individual children

aged 18 months to 4 years old in order to nurture them to become secure, emotionally connected and confident. Children's style of communication and learning dispositions as well as methods of engagement with children through positive verbal and non-verbal communication will be discussed. Students will also learn how children's social emotional development can be nurtured through interaction with peers and adults. Effective ways of interaction between educator and children will be explained and demonstrated.

### **Motor Skills Development in the Early Years**

This module introduces students to the value of physical play in the early years. It also provides students with the knowledge and skills to help young children develop perceptual, fine motor and gross motor skills through a variety of enjoyable indoor and outdoor play activities. General principles for developing movement skills and concepts as well as safety considerations will be discussed. Students will also learn to provide opportunities for motor skills development through careful observation and documentation of children's developing skills.

### **Language and Early Literacy Development**

This module introduces students to the key current ideas about developing children's language and early literacy skills from birth to six years old. Students will learn to create opportunities for children from diverse backgrounds to participate in a variety of communication activities through verbalisation and actions, the use suitable children's literature as well as print and non-print materials, and the provision of a literacy-rich environment. Students will also learn to observe children's interests, needs and development in speaking, listening, reading and emergent writing in order to provide appropriate learning experiences as well as work with families to enhance children's language and literacy skills.

### **Numeracy in the Early Years**

This module discusses numeracy concepts and skills and how to introduce them to young children using concrete materials as well as stories, songs, rhymes and games. Questioning technique will be emphasized to find out children's understanding of numeracy concepts as well as to further develop their understanding. Students will also learn how to raise children's awareness of how numeracy concepts and skills are used in their daily lives as well as the lives of people around them.

### **Practicum 1**

The module provides students with the opportunity to apply their acquired knowledge and skills in interacting and working with kindergarten-level children in authentic classroom settings within an Early Childhood Development Centre. Students will receive guidance from experienced practitioners working in the centre as they take on the role of a teacher-assistant. They will gain insights into the role of an early childhood practitioner and develop their professional competencies and personal mastery that are aligned with NIEC's Core Values and Desired Graduate Profile.

### **Art for Young Children**

This module aims to equip students with the necessary knowledge and skills to provide enjoyable and developmentally appropriate visual arts experiences for young children. Students will learn how to introduce different art media and techniques to children in art and craft experiences and

use the basic elements of art for discussion on their creative expressions. Students will learn how to set up a conducive environment that supports children's exploration and expression through the use of a range of materials. Students will also explore different types of artworks found in the public space to create greater awareness for themselves the value and importance of aesthetic appreciation as educators.

### **Music and Movement for Young Children**

This module is designed to equip students with the necessary skills and knowledge to provide and facilitate enjoyable music and movement experiences for young children that are aesthetically rich, meaningful and imaginative. Students will learn about importance of music and movement in the creative development of young children. They will also learn how to use the basic elements of music and movement, one's voice as well as different types of music, songs, instruments and dance experiences to enrich children's creative expressions.

### **Creating a Conducive Environment for Learning and Positive Behaviour**

This module discusses the effect the environment has on the learning and behaviour children, with greater emphasis placed on children between 18 months and 4 years old. Students will acquire knowledge and skills on how to create an effective and high-quality indoor and outdoor environment to engage children purposefully and motivate them to learn, which includes providing and adapting materials and resources to cater to children's different developmental needs. The module will also cover the dangers and impact of inappropriate technology usage on child development as well as the types of age-appropriate learning technologies. In addition, the module will discuss developmentally appropriate child supervision strategies, positive guidance techniques and classroom management strategies.

### **The Reflective Practitioner**

This module engages students to reflect on their professional role and responsibilities as a practitioner in relation to the AECES Code of Ethics, the Early Childhood Development Centre Act and the rights and interests of children and families. Students will examine how their own beliefs, values and actions may have an impact on children, families and other early childhood professionals and use the Code of Ethics to guide their practice. Students will learn to reflect on practice, understand themselves in relation to others as well as use self-care and stress management techniques to enhance their well-being and resilience.

### **Planning Play and Exploratory Experiences for Young Children**

This module focuses on using assessment data and input provided by the families to inform the planning and adaptation/ modification of learning environment as well as learning experiences. Students will learn how to plan and extend play and exploratory experiences based on children's interests as well as their learning and developmental needs. Key principles will be drawn from the Early Years Development Framework (EYDF) and the Nurturing Early Learners: A Curriculum Framework for Kindergartens in Singapore (NEL Framework), with greater emphasis placed on planning learning experiences for children aged 18 months to 4 years. Students will tap on their learning from the earlier modules to plan integrated and holistic experiences where children are driven by their innate curiosity and interest to explore, observe and discover the world around them through the use of their five senses. General pedagogical strategies to engage children will

also be discussed. In addition, students will explore the use of age-appropriate learning technologies in planning play and exploratory experiences for young children.

### **Individual Differences and Inclusive Practices**

This module highlights the diverse needs of children from different social, cultural and linguistic backgrounds and introduces strategies to promote positive interactions between/ among children. Students will learn about the need to embrace diversity and the principles of inclusive practice in planning and conducting activities. Characteristics of developmental and learning needs will be discussed especially for children between 18 months and 4 years old. Students will also learn about collaborative practices to provide integrated caregiving and education for all children as well as procedures to document and report collaborative activities.

### **Family Partnership and Community Engagement**

This module examines the value and role of families and community stakeholders in children's learning and development. Students will learn effective communication strategies when working with families and community partners and engaging them in collaborative projects. The module will also cover managing challenging situations related to the needs of children and families. Protocols for working with families and caregivers, concepts of inclusion, equity and fairness for children, families and caregivers, transitions and engagement will be discussed. General principles, guidelines, tools and techniques related to the protection of children's personal and developmental data as well as information about their families will be covered.

### **Practicum 2**

The module provides students with the opportunity to apply their acquired knowledge and skills in interacting and working with children aged 18 months to 4 years at the Playgroup, Pre-Nursery or Nursery levels in authentic classroom settings within an Early Childhood Development Centre. Students will receive guidance from experienced practitioners working in the centre as they take on the role of a teacher-assistant. They will gain insights into the role of an early childhood practitioner and develop their professional competencies and personal mastery that are aligned with NIEC's Core Values and Desired Graduate Profile.