

DIPLOMA IN EARLY CHILDHOOD CARE & EDUCATION – TEACHING (CONVERSION) [DECCE-T (Conversion)]

Course Objectives

On completion of the DECCE-T(Conversion), students should be equipped with:

- a) a firm understanding of child development and the principles of early childhood care and education for children from birth to eight years of age;
- b) skills for observation and documentation of the development, abilities and needs of children, to plan responsive, inclusive and integrated curriculum in the context of diversity;
- c) skills to apply knowledge of early childhood pedagogical approaches and children’s learning styles for designing a creative curriculum, enhanced with the application of technology, for a developmentally, individually, and culturally appropriate learning environment and experiences;
- d) skills and disposition to build relationship, interact and participate with children, facilitate and evaluate children’s learning experiences based on the curriculum framework and desired outcomes of pre-school education;
- e) interpersonal skills to work collaboratively, build relationships and communicate professionally with colleagues, families and other stakeholders to support children’s holistic development; and
- f) skills for critical and reflective thinking and the disposition to embrace professional values and attributes, to become a competent and professional practitioner.

Module Synopses	
1	<p>Child Development 1 (45 hours)</p> <p>This module introduces students to research on brain developments and its implications on children’s growth and learning. Early Years developmental milestones will be discussed with significant emphasis on birth to three years of age. Students will develop an understanding of the philosophy of infant and toddler care and development, and the Early Years Development Framework (EYDF). Theories of child development, with emphasis on Attachment theory, characteristic behaviours, and their implications on play and care-giving practices for families and in the infant care context will be covered. Students will also learn appropriate behaviour guidance and interaction strategies for this age group of children that are informed by observations and documentations.</p>
2	<p>Child Safety, Health & Socio-Emotional Well-Being (30 hours)</p> <p>This module introduces policies and practices for establishing and maintaining a safe and healthy learning environment for educators and children in the early childhood settings as they relate to the socio-emotional well-being of children. Students will</p>

	<p>understand the importance of nutritional adequacy and balanced meals for children’s optimal growth. They will learn to identify early childhood illnesses and symptoms, and engage in hygienic practices and being able to observe for signs of child abuse and addressing them professionally. Clinical practice will be included for students to learn how to manage the day-to-day care routines and transitions for children from infancy to the preschool years.</p>
3	<p>Principles & Practices in Early Education (30 hours)</p> <p>This module provides students with an overview of the historical development of early childhood care and education (ECCE), pedagogical principles and contemporary perspectives. Students will also gain an understanding of the different models of practices internationally including the Rights of the Child (UN-CRC) and how they relate to Singapore. ECCE development in the Singapore landscape, policies (of MSF, MOE and ECDA), curriculum frameworks like the Early Years Development Framework and the Nurturing Early Learners: A Curriculum Framework for Kindergartens in Singapore (NEL Framework), as well as SPARK certification that guide provisions of quality care and education and key stage outcomes will also be included. Play that is central to trends and research in ECCE will be explored in the context of how developmentally, culturally and individually appropriate it is as a mode for learning in young children from infancy to the preschool years.</p>
4	<p>Child Development 2 (45 hours)</p> <p>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 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 six learning domains of the Nurturing Early Learners Framework will also be discussed</p>
5	<p>The Professional & Reflective Practitioner (45 hours)</p> <p>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. Students will learn communication and reflective skills and how to manage ethical issues in relation to working with children, colleagues and families taking reference from the Code of Ethics for Early Childhood Professionals by AECES. Students will also be equipped to understand self and reflect on personal preferences and style; interpersonal skills and to enhance personal effectiveness through self-mentoring.</p>

6	<p>Language & Literacy (45 hours)</p> <p>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 environment that helps 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. Students will also plan experiences for diverse learners, facilitate learning using appropriate techniques, assess children’s progress and work with families to enhance children’s language and literacy development.</p>
7	<p>Practicum 1 (75 hours)</p> <p>This practicum is for students to experience 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 and documentation in safety, health, hygiene, nutrition and the learning environment for play. Students will be involved in daily routine care and taking on teacher-assistant roles including interactions with children during play. Students will also engage in reflective writing on their roles and interactions with children.</p>
8	<p>Effective Learning Environment for Young Children (30 hours)</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 affect their behavior. 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>
9	<p>Motor Skills Development (30 hours)</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>
10	<p>Social Emotional Learning (30 hours)</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 the six learning dispositions (PRAISE) and use children’s picture books to promote positive values,</p>

	pro-social behaviour, understanding of self and others and integrate social emotional learning across the curriculum.
11	<p>Aesthetics & Creative Expression (45 hours)</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' settings. Theories related to aesthetic and creativity will also be introduced. Students will learn multiple approaches to engage young children in creative-arts expressions that are aesthetically rich and imaginative. Through both theory and experiential sessions, students will encounter the Arts first hand and will design Arts experiences that are developmentally appropriate, meaningful and informed by practice.</p>
12	<p>Early Numeracy (45 hours)</p> <p>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, use teaching techniques to nurture children's mathematical thinking and assess their learning. The use of technology and integration of numeracy with the other learning domains will also be emphasised.</p>
13	<p>Discovery of the World (45 hours)</p> <p>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 teach, engage in field exploration and set up discovery centres. Teaching techniques that support inquiry and independent learning in children will be covered. In addition, developmentally and culturally appropriate learning goals and experiences for children from birth to six years of age will be addressed.</p>
14	<p>Practicum 2 (75 hours)</p> <p>This practicum is for student 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 centres and engagement in small group play, and facilitation. It will give opportunities for students to plan and implement learning experiences for an individual child and a small group of children based on the understanding of children's abilities, interests and needs. Students will also engage in reflective writing on their roles as a professional early educator and their interactions with children.</p>

15	<p>Curriculum Planning & Implementation (60 hours)</p> <p>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 NEL Framework to explore the scope and process of integrating learning areas and learning dispositions. Philosophies and beliefs and theoretical underpinnings of how children learn and develop that are fundamental to the meaning of curriculum will be discussed. The supporting environment, the types of learning activities, the role of the educator and different facilitation techniques will also be thoughtfully considered.</p>
16	<p>Practicum 3 (150 hours)</p> <p>This practicum is for students to engage in teaching small and large/whole group arrangements in early childhood settings with children three plus to six years of age. Students will plan and implement a series of structured and unstructured sequential learning experiences for children according to the topic/theme of the practicum centre. The interests, needs and abilities of the group of children, the use of the environment and classroom management are considerations for planning. Both structured and unstructured sequential learning experiences that support aspects of the Nurturing Early Learner (NEL) six learning domains will be designed with the aim of enhancing and challenging children's desire to explore, experiment and discover in a safe environment. An integrated approach to the design and implementation of learning experiences will be emphasized.</p>
17	<p>Family & Community Partnership (30 hours)</p> <p>This module equips students with the knowledge of family structure and dynamics in Singapore. Skills for communicating with families with the understanding of interdependence between early years' educational setting and families will be addressed. Models of family involvement will be explored with a focus on working respectfully with diverse family groups and tapping on community resources for the education of young children</p>
18	<p>Working with the Exceptional Child (45 hours)</p> <p>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 will 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.</p>