

Module Synopsis
Advanced Diploma in Early Childhood Centre Leadership

POST-DIPLOMA CERTIFICATE 1 (PDC1) – EDUCATIONAL LEADERSHIP I	
1	Leading Self (LEDS) 18 hours
	<p>This module will equip students to identify individual strengths and areas of development. Students will learn the importance of self-leadership before leading others. Students will develop self-awareness, self-reflection, self-regulation and self-efficacy for leadership learning; use tools to help understanding of their personal character traits, develop the habit of prioritising daily reflection and practise reframing. Students will also learn to evaluate one's professional effectiveness and developmental needs, establish developmental plans and set goals; build networks to collaborate and stay connected with the community of learners and practitioners which will in turn support one's leadership learning journey.</p>
2	Designing Early Childhood Programmes (DECP) 60 hours
	<p>This module will help students apply the principles of designing programmes in early childhood settings for children aged 2 months to 6 years. Students will learn to develop an integrated child centred curriculum that is informed by assessment of children's learning and development, and this includes demonstrating knowledge of the Early Years Development Framework (EYDF), Nurturing Early Learners Framework (NEL) and developmentally appropriate practices. Students will develop partnership with families in developing learning experiences and ability to review learning environments that meets children's diverse developmental needs.</p>
3	Supporting Diversity & Inclusive Practice (SDIP) 30 hours
	<p>In this module, students will gain an understanding of policies and current developments related to diversity, attitudes and inclusive practices in early childhood education for children aged 2 months to 6 years within the Singapore context. Students will learn methods of using assessment data to evaluate developmentally appropriate programme; and customise differentiated curriculum that serves the diverse needs of children. In addition, students will also develop skills to guide and mentor staff in classroom management and child guidance strategies; evaluate curriculum planning and pedagogy related to Early Years Development Framework (EYDF) and Nurturing Early Learners Framework (NEL) for effective programme planning.</p>

4	Leading in Curriculum & Pedagogy (LDCP) 45 hours
	<p>In this module, students will learn to evaluate early childhood programmes for children aged 2 months to 6 years. Demonstrate ability to guide teachers on planning, reviewing and refining curriculum design and pedagogical practices based on assessment of children's learning needs. Students will explore the role of mentorship when leading curriculum and pedagogy enabling colleagues to translate the principles of the Early Years Development framework (EYDF) and Nurturing Early Learners Framework (NEL) in their practices; students will be equipped with knowledge and skills to monitor and provide feedback on colleagues' teaching and learning practices; guide professional development to meet their learning needs.</p>
5	Professional & Reflective Portfolio for Leaders (I) (PRPL-I) 15 hours
	<p>This module complements and builds on the skills and knowledge acquired from the CPD course - <i>Developing a Professional Portfolio for Preschool Educator (DPPE)</i>. The module integrates the cumulative experiences of leadership learning acquired in Post- Diploma Certificate 1 (PDC1). Learning will be facilitated by a coaching process through documentations and reflections of their learning that contribute to the development of a professional educator and leader in early childhood education.</p>
6	Leadership in Practice I (LDPC-I) 135 hours
	<p>This module provides a platform for theory-practice nexus in leadership learning. A cumulative learning approach of individual modules in PDC1 provides opportunities to engage in critical reflection and application of pedagogical leadership learning in one's work environment. Implementation, presentation and evaluation of module project(s) are significant for students' emerging leadership roles.</p>

POST-DIPLOMA CERTIFICATE 2 (PDC2) – EDUCATIONAL LEADERSHIP II

7	Visioning, Planning & Coaching (VIPC) 60 hours
	In this module, students will learn to articulate and illustrate the Centre's vision, mission and values to internal and external stakeholders. Students will also learn to use the planning cycle to set up systems and processes to achieve organizational performance and strategic long-term goals in accordance with legislation requirements, regulatory standards and Centre's vision and mission. Students will demonstrate a coaching and mentoring process with a staff-centric approach to deal with change management, performance and growth of the organization.
8	Collaborative Leadership (COLP) 60 hours
	In this module, students will learn the skills and techniques to engage families and stakeholders in the community for the care and education of young children. Students will identify and articulate a common goal that brings diverse stakeholders and team members together with an inclusive mindset. They will explore strategies to building effective and non-reactive communication skills that is respectful of diversity, in order to establish structures and support systems for stakeholders' engagement. Students will also examine the protocols of optimizing a safe and effective team engagement amongst staff members; learn the techniques to manage and facilitate conflict resolutions in challenging situations.
9	Operational Leadership (OPLP) 90 hours
	In this module, students will be able to demonstrate the policies and principles of manpower planning, manpower resourcing, staff development and disciplinary framework. Students will learn how to manage the operational and financial processes of the Centre adhering to local statutory standards, management requirements, and government legislation regulatory frameworks. Students will explore the scope and sequence of operational leadership that includes planning, managing and administering initiatives, systems and processes; reviews to ensure organizational strategic goals are achieved; and compliance with early childhood code of ethical practices to maintaining confidentiality when handling sensitive data of children and their families.
10	Instructional Leadership (INLP) 60 hours
	This module will explore the approaches of instructional leadership which consist of setting goals and expectations when designing curriculum, and programme planning for children aged 2 months to 6 years. Students will demonstrate the ability to use the curriculum frameworks, SPARKS accreditation, assessment methods, established early childhood theories and best practices to inform the Centre's curriculum and pedagogical practices. Students will learn to collaborate with staff members and parents on curricular and instructional improvements. Guide teachersthrough coaching and

	mentoring to work collaboratively and manage conflict resolutions; evaluate teacher performance and empower teachers on instructional improvement that support integrated approaches to learning across different age groups, and diverse learning needs.
11	Professional & Reflective Portfolio for Leaders (II) (PRPL-II) 45 hours
	This module builds on the skills and knowledge acquired in the on-going study in the course. The module integrates the cumulative experiences of leadership learning acquired in Post-Diploma Certificate 2 (PDC 2). Learning will be evidenced in a portfolio, featuring documentations and reflections of leadership learning that contributes to their growth of a professional educator and leader in early childhood.
12	Leadership in Practice II (LDPC-II) 200 hours
	This module provides a platform for theory-practice nexus in leadership learning and growth. A cumulative learning approach of individual modules in PDC2 provides opportunities for students to engage in critical thinking and analyse current situations to improve practices in one's work environment. To deepen one's learning, students will engage in interactions with colleagues, families and professionals in the community to understand the Centre's practices in strategic and administrative leadership. Application of learning will be demonstrated through students' planning implementation, presentation and evaluation of projects meaningful to one's learning journey and reflective practice.