

No.	Module Synopsis
1	<p>Child Development 1</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 observation and documentation.</p> <p>儿童的成长与发展 1</p> <p>本单元向学员介绍有关大脑发育的研究、以及大脑对儿童成长和学习的影响、同时也讨论 0 至 3 岁婴幼儿发展的里程碑。学员将学习并认识婴幼儿的发展与保育的理念、以及《婴幼儿培育框架》的内容。本单元也会介绍儿童发展理论、重点讨论依恋理论和特征行为、以及这些理论对家庭和托儿中心的婴幼儿游戏与保育工作的影响。学员也将学习如何根据观察和记录、应用适合该年龄段婴幼儿的行为指导技巧和互动策略。</p>
2.	<p>Child Development 2</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> <p>儿童的成长与发展 2</p> <p>本单元将介绍儿童发展的主要理论、以及这些理论在儿童培育、保育与教育实践工作上的应用、同时也探讨生理和社会环境两个因素对儿童身心成长与发展的贡献与影响。学员也将通过观察与记录儿童的行为表现、分析儿童的生理、认知、社交和情感的成长与发展、以加深他们对儿童全面发展的理解。同时、帮助学员将理论与实践相互联系、以引导他们适当规划儿童的学习体验和行为指导方法。此外、本单元也将讨论《培育幼儿：学前教育课程框架》的六个学习领域。</p>

<p>3</p>	<p>Child Safety, Health & Socio-emotional Wellbeing</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 wellbeing of children. Students will 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> <p>幼儿身心健康与保育</p> <p>本单元介绍幼儿发展中心内关于儿童和教师身心健康方面的方针与实践。学员将了解营养充足与饮食均衡对促进儿童健康成长的重要性。他们将学习辨别儿童疾病与症状、熟悉幼儿发展中心环境的卫生要求、识别儿童被虐待的症状、并采用专业的方式处理儿童被虐待的问题。通过实践与操作、学员将学习如何应对各个年龄层的幼儿的日常作息和过度环节。</p>
<p>4</p>	<p>Principles & Practices in Early Education</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> <p>幼儿教育原理与实务</p> <p>本单元将概述幼儿保育与教育的发展史、教学原则和当代教育学家对幼儿保育与教育的观点。学员将认识海内外与幼儿保育和教育发展相关的知识、例如：联合国儿童权利公约（UN-CRC）的内容以及此公约与新加坡的关系。其他内容还包括新加坡幼儿保育与教育的发展、新加坡的学前教育政策、课程框架（包括《婴幼儿培育框架》、《培育幼儿：新加坡学前课程框架》等）等、以及确保幼儿保育与教育工作品质的《新加坡学前教育认证框架》。此外、本单元也将探讨和幼儿保育与教育研究及趋势息息相关的“玩中学”概念、包括从幼儿发展、文化和个别化教学的角度、探讨游戏教学模式对 0 到 6 岁的儿童有什么帮助与影响。</p>

<p>5</p>	<p>Practicum I</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 areas of child development, observation and documentation, safety, health, hygiene and nutrition as well as learning environment that supports play. Students will be involved in daily routine care and take on the role of a teacher-assistant which includes interacting with children during play. Students will also engage in reflective writing on their roles and interactions with children.</p> <p>教育实习 1</p> <p>教育实习 1 的时长为 75 小时、旨在让学员体验在幼儿发展中心与 3 岁及以下的幼儿一起生活和工作的情况。学员也有机会在实践中应用所学的有关儿童成长与发展、观察与记录方法，幼儿身心健康、安全、营养与卫生、以及游戏环境创设的知识。学员将参与幼儿发展中心的日常保育工作、并执行教师助理的工作、包括在游戏活动中与幼儿互动。学员也将针对自己的职责、以及与幼儿的互动进行反思。</p>
<p>6</p>	<p>The Professional & Reflective Practitioner</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, Singapore 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> <p>教师专业化与反思性实践</p> <p>本单元将探讨幼儿教育工作者在与儿童、家庭、其他专业人士和社区机构接触时所扮演的角色。学员将与讲师一起探讨一系列与现今新加坡幼教大环境有关的专业议题、包括专业发展的阶段、专业实践者的技能、持续进修、儿童权利的倡导以及如何制定个人发展计划。学员也将学习沟通和反思技巧、以及如何根据新加坡幼儿教师学会（AECES）的“专业守则”处理与儿童、同事和家长等在工作上相关的问题。学员也将学习如何了解自我、反思个人的处事风格、人际交往技巧、以及通过自我监控来提高个人工作效率。</p>

<p>7</p>	<p>Language & Literacy</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> <p>幼儿语言教育</p> <p>本单元将介绍从出生至 6 岁幼儿语言与读写能力发展的研究和理论、并讨论多元文化和多种语言社会中幼儿第一与第二语言的发展和学习的议题。学员将学习设计、组织和评估幼儿的语言和读写学习环境、以促进幼儿华语和早期读写能力的发展。除了学习各种发展幼儿华语听说能力的引导策略，学员也将学会识别适合幼儿的华文儿童文学作品及其他媒介、以进行幼儿早期华文阅读活动、并培养幼儿的儿童文学欣赏能力。学员还将学习为华语和英语家庭背景的不同年龄幼儿策划语言学习活动、通过创设情境和使用各种适合的教学材料、丰富幼儿的华文学习经验。同时评估幼儿华文学习能力的进展、并了解如何与家长合作来提高儿童的华语和早期读写能力。</p>
<p>8</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 affect their behaviour. 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>幼儿学习环境创设</p> <p>本单元将帮助学员根据幼儿学习环境设计的原则为幼儿创设有利的环境、以支持从出生至 6 岁的幼儿进行游戏和学习、同时认识环境的优劣条件对幼儿行为表现的影响。学员也将学习创设适宜的学习区、以促进幼儿的生理、认知、社会性和情感的发展。学员也将学习如何选择印刷品和非印刷品以及运用科技来教学、并探讨教师在创设学习环境中所扮演的角色。</p>

<p>9</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>幼儿体能发展</p> <p>本单元为学员提供与幼儿体能发展相关的知识和技能、帮助幼儿在安全的环境中发展感知技能、精细运动技能和基本动作技能。后者包括了移动性动作技能、稳定性动作技能和操作性动作技能。学员将学习如何观察、设计与实施有趣、有意义和适龄的室内与户外活动以及基本动作活动。</p>
<p>10</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 the six learning dispositions (PRAISE) and use children's picture books to promote positive values, pro-social behaviour, understanding of self and others and integrate social emotional learning across the curriculum.</p> <p>幼儿社会性与情感教育</p> <p>本单元将帮助学员掌握社会性与情感发展相关的理论知识和教学技能、以培养幼儿在个性塑造时所需的社交与情感能力和正面价值观。此外、学员也将讨论幼教老师在塑造幼儿的良好品格应扮演的角色、包括帮助幼儿发展自我意识和自我管理技能、以及促进其情感健康发展和建立强而有力的人际关系的社交能力。学员将学习以教育部提出的六种学习品质 (PRAISE) 为依据、通过适龄绘本进行教学、以促进幼儿正面的价值观、亲社会行为、以及对自我和他人的认知。此外、学员也将学习把社会性与情感教育的内容融入到其它学习领域的学习活动中。</p>

<p>11</p>	<p>Practicum II</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> <p>教育实习 2</p> <p>教育实习 2 旨在让学员了解在幼教环境中与 3 至 6 岁幼儿一起生活和工作的实际状况。除了担任教师助理外、重点将包括设置与改进学习区、组织幼儿的小组活动。教育实习 2 让学员有机会根据他们对幼儿能力、兴趣和需求的了解，为幼儿策划和实施个人或小组的学习活动。学员也将根据身为专业学前教育工作者的职责以及他们与幼儿的互动进行反思。</p>
<p>12</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 build firm foundations on the key roles the Arts play within early years settings. Theories related to 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> <p>幼儿审美与创意表达</p> <p>本单元将介绍一系列与视觉和表演艺术相关的内容、以让学员学习欣赏艺术的各种创作形式。此外、单元中还会介绍艺术教育的发展、审美和与创造力相关的理论。同时学员将讨论艺术教育在幼儿教育环境中的重要性、以奠定艺术教育的基础。学员也将学习用各种方法来鼓励幼儿创造具有想象力和美感的艺术作品。通过理论和实践相结合的教学、学员将亲身体验艺术创作、并通过实践来策划适合幼儿发展和具有意义的艺术创作体验。</p>

<p>13</p>	<p>Early Numeracy</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 learning experiences that lay the foundations for children to become problem solvers and abstract 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 learning. The use of technology and integration of numeracy in the other learning domains will emphasized.</p> <p>早期数学教育</p> <p>本单元将探讨幼儿早期数概念的发展理论以及计划、实施和评估幼儿数概念学习体验所需的原则、知识和技能。学员也将学习如何选择适合幼儿发展的材料和资源、将幼儿的早期数概念学习内容融入日常生活和汉语的学习活动中、培养幼儿的运算思考能力、并学习适当评估幼儿数概念的发展和学习方法。</p>
<p>14</p>	<p>Discovery of the World</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 teaching, engage in field exploration and setting 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> <p>探究世界</p> <p>本单元将介绍幼儿认识周围环境、掌握知识与概念的认知方式。内容也包括幼儿对科学、环境意识、日常科技、社会科学、文化遗产等的探究方式。学员将学习以建构理论为基础的方法进行教学、参与实地考察、探索和设置让幼儿探索事物的学习区、并学习支持幼儿探究和独立学习的教学与引导技巧。此外、学员也将学习如何制定适合幼儿发展与文化的学习目标和体验。</p>

<p>15</p>	<p>Curriculum Planning & Implementation</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, 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> <p>课程设计与实施</p> <p>本单元为学员提供设计、实施和评估从出生到 3 岁、以及 3 岁至 6 岁两个不同阶段幼儿发展的课程知识和技能。学员将参考《婴幼儿培育框架》及《培育幼儿：新加坡学前课程》、探讨幼儿的各种学习领域和学习品质。儿童观和儿童学习与发展理论是课程设计的重要基础、内容还包括营造支持幼儿学习的环境、了解学习活动的各种形式、幼儿教师的职责和角色，以及组织活动的各种技巧和方法。</p>
<p>16</p>	<p>Practicum III</p> <p>This practicum is for students to engage in teaching small and large/whole group arrangements childhood settings with children three plus to six years of age. Students will plan and implement a structured and unstructured sequential learning experiences for children according to the topic/theme practicum centre. The interests, needs and abilities of the group of children, the use of the environment classroom management are considerations for planning. Both structured and unstructured learning experiences that support aspects of the Nurturing Early Learner (NEL) six learning domains 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 be emphasized.</p> <p>教育实习 3</p> <p>教育实习 3 让学员学习在 3 至 6 岁的幼儿学习环境中组织小组和大组（或全班式）的教学活动。学员将根据实习中心的教学内容或主题、为幼儿计划和实施一系列以教师主导（结构化）和幼儿自主（非结构化）的学习活动。幼儿的需求和能力、环境的利用和课堂管理都将是教学计划主要的参考因素。教师主导或幼儿自主的学习活动要包含《培育幼儿：新加坡学前课程框架》六大学习领域的内容、并促进幼儿在安全的环境中探索、实验和发现。教育实习 3 也注重以综合性教学法设计并实施幼儿的学习活动。</p>

17	<p>Family & Community Partnership</p> <p>This module equips students with the knowledge of family structure and dynamics in Singapore. Skills in 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 interacting respectfully with diverse family groups and tapping on community resources for the education children.</p> <p>幼儿发展中心与家庭和社区合作共育</p> <p>本单元主要帮助学员认识新加坡社会的家庭结构、探讨家庭和幼儿发展中心之间的有效沟通技巧和了解双方的的密切关联。此外、单元也将介绍与不同文化背景的家庭一起合作培育幼儿的形式、学习应用社区的各种资源来教育幼儿。</p>
18	<p>Working with the Exceptional Child</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> <p>特殊儿童融合教育</p> <p>本单元将向学员介绍幼儿各种特殊需求的情况、包括因身体、认知、行为、感情和感官的发展特征、同时也包括融合教育和政策有关的趋势和议题。学员将了解他们在融合教育环境中的职责与角色、幼儿个别化学习计划的设计以及与家长沟通的技巧。此外、学员在课程中还将接触各种社区资源和相关专业人士、以了解这些资源如何为有特殊需求的幼儿提供身心发展的协助与支持。</p>