

MODULE SYNOPSES

Modules 单元	Synopsis 概要
<p>Modular Certificate in CIP A (1) Introduction to Early Childhood Inclusive Practice (ECIP)</p> <p>幼儿全纳教育概述</p>	<p>This module will provide students with a broad understanding of inclusion, including its definition, aims and the social values that have led to changes in policies and practices around inclusion. The module will also encourage students to examine the research evidence supporting inclusion, various models of inclusion, as well as the qualitative aspects of inclusion and how it differs from special needs' education. Students will revisit the notion of the image of the child and compare and contrast this within and across contexts as well as significant others (teachers and families). They will evaluate the manner in which these beliefs construct and/or constrain the roles and agencies of these individuals, and the collaborative possibilities between them.</p> <p>本单元将介绍全纳教育的定义、目标，以及影响全纳教育的政策和实践方式发生变化的社会价值观，以提高学员对全纳教育的全面认识。学员也将检测和讨论支持全纳教育的研究证据、各种全纳教育的模式、全纳教育的实质，及其与特殊教育的区别。此外，学员将重新审视自己的儿童观，并在相同或不同的背景下，或与重要他人（教师和家人）之间对其儿童观进行比较和对比，同时评价这些信念的构建和（或）约束这些人的角色和机构的方式，以及与他们之间合作的可能性。</p>
<p>(2) Learning Differences in Children (LDIC)</p> <p>儿童的差异性</p>	<p>This module will cover the behaviours, needs and strengths of children with disabilities, as these are essential to understanding, identifying and applying the appropriate strategies and types of support required for their learning. The module will also provide a broad overview of purposeful early childhood assessments; why they are important, the kinds of instruments available to teachers (vis-à-vis clinical professionals), and how and when they can or should be utilised.</p> <p>本单元将介绍具有身心障碍儿童的行为、需求和优势，以让学员在此基础上，理解、识别并应用适合这些儿童所需要的支持模式和引导策略。此外，也将介绍各种有针对性的幼儿发展评估工具，并说明这些工具为什么很重要和教师可用的工具种类（相对于临床的专业人员），以及如何与何时可以或应该使用它们。</p>

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<p>(3) Learning Environment for Inclusive Practice (LEIP)</p> <p>全纳教育的学习环境</p>	<p>In this module, students will learn that the physical and social aspects of learning environments play an important role in the successful inclusion of young children. Key factors such as a positive classroom climate, the modelling of inclusive language, the use of alternative/augmentative communication (AAC) devices and assistive technologies, as well as the availability of peer buddies, will also be explored.</p> <p>在本单元中，学员将了解学习环境中的物质和社交环境在幼儿成功融入社会所发挥的重要作用。此外，也将探讨其关键影响因素，包括积极的课堂氛围、包容性语言的示范、替代或增强通信 (AAC) 设备和辅助技术的使用，以及同伴的及时帮助等。</p>
<p>Modular Certificate in CIP B</p> <p>(4) Classroom and Behaviour Management (CLBM)</p> <p>课堂管理与行为辅导</p>	<p>This module will explore effective classroom management and behaviour intervention strategies for challenging behaviours. Beginning with a definition of what “challenging” constitutes in comparison to neurotypical negative behaviours, students will also learn about the role the environment plays in supporting positive behaviour (and thus preventing problematic behaviours) in preschoolers.</p> <p>本单元将探讨有效的课堂管理和行为辅导与干预策略，以应对幼儿具有挑战性的行为。课程始于通过与神经发展典型儿童的消极行为对比，从而定义什么是“挑战性”行为，并引导学员认识环境在支持学前儿童的积极行为（从而防止问题行为）方面所起的作用。</p>
<p>(5) Differentiated Learning in Preschool (DLIP)</p> <p>幼儿园的差异化教学</p>	<p>This module will explore the principles of Universal Design for Learning (UDL) in the early childhood sphere. Students will learn what differentiation is and how it may be made manifest across a range of physical, social and academic/cognitive expectations. They will also learn to evaluate their preschools and classrooms according to UDL criteria, plus apply multiple means of engagement, representation and action/expression in their lessons and activities.</p> <p>本单元将探讨幼儿领域的“学习的通用设计” (UDL) 原则。学员将在学习过程中了解什么是差异化，以及差异化如何在身体、社会和学术或认知能力中表现出来。此外，他们也将学习如何根据“学习的通用设计”的标准来评估他们的幼儿园和教学课堂，并应用多样化参与、表现和行动与表达的方式于他们的教学课程与活动中。</p>

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<p>Modular Certificate in CIP C</p> <p>(6) Effective Communication and Collaboration with Families and Other Professionals (ECFO)</p> <p>幼儿园与家庭和专 业人员的有效沟通 与合作</p>	<p>This module will cover interpersonal and practical skills in communicating and collaborating with families and the external stakeholders who typically support children with additional needs (e.g. the psychologist, social worker and various therapy professionals). Students will also get a chance to examine the roles of paraprofessionals, itinerant consultants and shadow aides who may not be existing staff members of the school but hired by the child's family as extra sources of support/intervention during school hours.</p> <p>本单元将涵盖幼儿园与家庭和为有额外需求儿童提供支持的外部利益相关者（例如心理学家、社会工作者和各种治疗专业人员）沟通与合作的人际交往和实践技能。学员将有机会认识和审视辅助专业人员、巡回专家和“影子”助手等的角色，这些人员可能不是学校现有的教职员工，而是幼儿家长雇用作为在幼儿园上课期间为有额外需求儿童提供支持或进行干预的外来支援。</p>
<p>(7) Shaping an Inclusive Practice (SHIP)</p> <p>塑造更具包容性的 全纳教育</p>	<p>This module will focus on the importance of a culture of shared responsibility and respect in order to provide optimal support for all of the children who are situated in the setting. Content will cover communication and interpersonal skills for working with supervisors, co-teachers and support staff to create a shared understanding of inclusion and the development of an inclusive practice. Moreover, students will learn the value of having neurotypical classmates function as peer buddies for children with additional needs, understanding that these classmates will also reap benefits from acting as peers to their friends.</p> <p>本单元将重点探讨塑造共同责任与互相尊重的文化的重要性，以便为学习环境中所有儿童提供最佳的支持。课程内容将涵盖与幼儿园主管、合作教师和支持人员合作的沟通与交往技巧，以建立大家对包容性和全纳教育的共同理解。此外，学员也将了解让神经发展典型的儿童充当有额外需求儿童的小助手的价值，并了解这些小助手也将从中获益。</p>