

Module Synopses

Diploma (Conversion) in Early Childhood Care & Education – Teaching/

Diploma (Conversion) in Early Childhood Care & Education – Teaching (Chinese)

POST-DIPLOMA CERTIFICATE 1	
1.	Child Development (75 hours)
	This module introduces students to research findings on brain development as well as theories, key stages and developmental milestones of children from birth to 8 years old. The influences and effects of environmental and biological interactions including responsive caregiving, secure relationships and positive interactions on child growth and development will be explored. Based on Singapore's national frameworks students will gain understanding of beliefs about children, guiding principles, and the roles of educators in supporting children's well-being, learning and holistic development. Students will also learn how to nurture values, social and emotional competencies and learning dispositions in children and use child development knowledge to document, interpret and analyse observation of children.
2.	Practices in Early Childhood (60 hours)
	This module equips students with the principles and practices critical to fostering holistic development and learning for children. Students will be introduced to the pedagogical principles and approaches that informs the developmentally appropriate practices align with the local context. The module emphasizes the importance of play in early childhood education and its role in fostering children's learning across all domains. Students will explore their professional responsibilities in promoting children's well-being and social-emotional development. They will develop practical skills to manage caregiving routines effectively and ensure children's health and safety.
3.	Engaging Young Learners (30 hours)
	The module focuses on curriculum and planning for very young children aged 2 months to under four years of age. Application of interactional strategies during caregiving and routines are key for their well-being, learning and development. Knowledge of the developing child, and observation and documentation form the basis for planning and implementation of a developmentally appropriate environment that is also enriching, safe and secure for play experiences, application of guidance and pedagogical strategies for this age group.
4.	Motor Skills Development (30 hours)
	This module equips students with the theoretical perspectives on motor skills development in young children, focusing on perceptual, fine motor, and fundamental movement skills. Students will learn to support the development of locomotor, non-locomotor, and object control skills in a safe environment referencing national frameworks. The course covers observing and assessing motor development of children, pedagogical strategies for planning, implementing and facilitating engaging and age-appropriate activities indoors and outdoors to support diverse learners' motor skill development.

POST-DIPLOMA CERTIFICATE 2	
5.	Learning Environment & Classroom Management (45 hours)
	This module prepares students to create and manage effective learning environments to support children's holistic development. It equips students with the principles to design conducive learning environment to support play and learning for children from birth to six years of age. Students will learn to set up and modify developmentally appropriate learning areas to support the physical, cognitive, social and emotional development of children including the principles of Universal Design for Learning. Students will gain an understanding on how to guide children's behaviour and effective classroom management strategies in both large and small group settings.
6.	Supporting Diverse Learners (45 hours)
	This module equips students with the knowledge and skills to support diverse learners in preschool settings. Students will explore common developmental and learning needs of children and identify suitable adaptations and accommodations to foster inclusive learning environments. Students will learn to apply the Universal Design for Learning principles to cater to diverse learners while fostering family involvement in a child's growth and development. Students will also discuss strategies for effective collaborative teaming among educators and other professionals to enhance inclusive practices and gain knowledge and skills to foster inclusive, equitable learning environments for all children.
7.	Visual Arts (30 hours)
	This module explores the elements of art, children's artistic development, and the crucial role art plays in fostering values, social-emotional wellbeing, and learning dispositions, referencing the Singapore's national frameworks. Students will learn to use appropriate assessment information to inform planning and evaluation of developmentally suitable art experiences; use effective pedagogical approaches to facilitate diverse learners' artistic expressions; create stimulating artmaking environments and engage children in meaningful conversations about their artwork and integrating visual arts seamlessly into teaching practice.
8.	Practicum 1 (100 hours)
	This practicum provides students with the opportunity to experience the practical aspects of working with young children in early childhood settings, focusing on children 18 months to below 4 years of age. It enables students to hone their skills in observation and documentation for planning, implementing and evaluating play experiences that support children's learning and development. Students will apply their knowledge and skills while participating in routines and transitions, demonstrating 3R interactions across daily activities. This practicum also emphasises collaboration with fellow educators and engagement in reflective practice, enabling students to continuously reflect and refine their professional practices as early childhood educators.

POST-DIPLOMA CERTIFICATE 3 (PDC3)	
9.	Music & Movement (30 hours)
	This module explores the elements of music, and the importance of music and movement in fostering values, social-emotional wellbeing, and learning dispositions in young children, according to Singapore's national frameworks. Students will learn to observe children's interests and needs to plan, implement, and evaluate developmentally appropriate music and movement environments and learning resources, facilitate engaging music and movement experiences for diverse learners, utilizing effective pedagogical strategies and a variety of resources.
10.	Language & Literacy (60 hours)
	This module introduces students to language acquisition theories underpinning language and literacy development in children from birth to eight, with a focus on Singapore's multicultural and multilingual context. Students will learn to observe and assess language and literacy development of children, plan and facilitate learning using appropriate pedagogical strategies to support diverse learners. Students will also learn to design and evaluate literacy-rich environments and select appropriate print and digital resources. The course also covers working with families to enhance language and literacy development both at home and in the classroom.
11.	Early Numeracy (45 hours)
	This module examines the theoretical perspectives on young children's learning of mathematics. Students will be introduced to the principles, knowledge and skills required to plan, implement and evaluate learning experiences based on assessment information as well as to facilitate and support the numeracy learning of diverse learners. Students will learn effective pedagogical strategies and how to provide a numeracy-rich environment that includes developmentally appropriate resources and the use of mathematical language, so that children will use and apply numeracy concepts and skills confidently in their daily life.
12.	Discovery of the World (45 hours)
	This module provides students with an overview of how children make sense of the world, and in turn acquire knowledge, skills, and dispositions. Students will gain understanding of process skills and the importance of outdoor learning in fostering children's development, with reference to Singapore's national frameworks. They will explore the constructivist approach, effective pedagogical strategies, and the setting up of environments that promote inquiry and support the learning of diverse learners. Students will learn to plan, implement, and evaluate developmentally appropriate experiences based on assessment information and how children learn.

POST-DIPLOMA CERTIFICATE 4	
13.	Curriculum Planning & Implementation (60 hours)
	This module provides students with the knowledge and skills for planning, implementing and evaluating developmentally appropriate curriculum for children from birth to six years of age. Students will take reference from the Early Years Development Framework and the Nurturing Early Learners Framework to explore the scope and process of planning and implementing learning experiences for children. Philosophies, beliefs and theoretical underpinnings of how children learn and develop that are fundamental to the meaning of early childhood 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.
14.	The Professional & Reflective Practitioner (45 hours)
	This module guides students to become an effective professional practitioner by first gaining a better understanding of self, engaging in self-care, enhancing personal effectiveness and communication skills, engaging in reflective practice and planning for personal and professional growth. Students will also learn strategies to build partnerships and collaborate with families from diverse backgrounds and other stakeholders in the community. In addition, students will apply professional and ethical standards to guide behaviours and handling of data and working with families for children's transitions from home to centre and from centre to primary school.
15.	Practicum 2 (200 hours)
	This practicum provides students with the opportunity to experience the practical aspects of working with young children in early childhood settings, focusing on children four to six years of age. It enables students to hone their skills in planning by using relevant information, implementing and evaluating learning experiences for both large and small groups of children to support their learning and development. Students will apply their knowledge and skills while facilitating children's learning by using pedagogical strategies, respectful and positive interactions, as well as effective classroom management and guidance strategies. This practicum also emphasises collaboration with fellow educators and engagement in reflective practice, allowing students to continuously reflect and refine on their professional practices as early childhood educators.