KLC School of Education

DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION–TEACHING (DECCE–T)

Student / Course Handbook

5th Intake
(Revised in July 2010)

Accredited by the Ministry of Community Development, Youth & Sports and the Ministry of Education
CONTENTS

DIRECTOR’S MESSAGE

SECTION A: THE ORGANIZATION

1. About KLC School of Education 2
2. KLC’s Mission Statement 2
3. KLC’s Objectives 2

SECTION B: THE COURSE

4. Title of Course 3
5. Aims and Objectives 3
6. Structure and Duration 3
7. Modes of Instruction 3
8. Modes of Assessment and Evaluation 4
9. Deferment Policies 6
10. Appeal 6
11. Issuance of Certificates 7
12. Release of Results 7

SECTION C: THE COURSE CONTENT

11. Course Overview & Unit Outlines 8

SECTION D: REQUIREMENTS, RULES & REGULATIONS FOR STUDENTS

APPENDICES

Appendix 1: Flowchart for Coursework 55
Appendix 2: Flowchart for Teaching Practice/Practicum Supervision 56
Appendix 3: Assignment Submission Form 57
Appendix 4: Request for Extension of Time for Assignment 58
Appendix 5: Request for Deferment / Withdrawal / Transfer 59
Appendix 6: Appeal on Result/Retest Form 60
Appendix 7: Fees Chart for Retaking of Units & Others 62

CONTACT 63
SECTION A: THE ORGANIZATION

1. About KLC School of Education

KLC School of Education established in 1988, was the first private training provider to offer Early Childhood Care and Education Course accredited by the Ministry of Community Development, Youth & Sports and Ministry of Education.

KLC is one of the leading education and training providers which offers a wide range of accredited Certificates, Diploma and Degree Courses in Pre-School Education and Chinese Language Studies.

With 22 years of experience, KLC has a proven track record working with prestigious overseas institution and producing over 8700 graduates who are well received and recognized by industry employers.

2. KLC’s Mission Statement

MISSION
To provide excellent and quality educational programmes and services

VISION
To be a regional leader in lifelong education

VALUES

TEAMWORK  MANAGEMENT BY OBJECTIVE  PARTNERSHIP  CONTINUOUS LEARNING  CARE & CONCERN

3. KLC’s Objectives

3.1 To offer pre-service and in-service accredited certification training courses for Pre-school Education industry.

3.2 To offer training and continuing education courses that enhances the competencies of professionals.

3.3 To collaborate with overseas universities on joint research projects for publication journals.

3.4 To develop and build pool of highly qualified and expert trainers through partnership and collaboration of Singapore and overseas institutions.
SECTION B: THE COURSE

4. Title Of Course

Diploma in Early Childhood Care and Education – Teaching (DECCE-T)

5. Aims and Objectives

The DECCE-T course is designed to prepare teachers of young children for the early childhood field.

The objectives of the course are to:

a. Enable students to transfer education philosophies and child development theories into practices which provide wide-ranging, multimedia and developmentally appropriate experiences for young children;

b. Enable students to be skilful in their role of observation and application of knowledge of child development, in order to design a learning environment that meets the needs of each individual child;

c. Present students with a variety of approaches and strategies which facilitate a creative and developmentally appropriate curriculum for young children;

d. Enable students to develop interpersonal and communication skills to collaborate with fellow colleagues, parents and other professionals in the community;

e. Help students design, implement and evaluate learning environments and classroom activities based on the Pre-school education curriculum framework/goals and desired outcomes set out by the Ministry of Community Development, Youth and Sports (MCYS) and the Ministry of Education (MOE).

6. Structure and Duration

The DECCE-T course comprises 23 units of academic studies and 3 supervised teaching practices. These units have been designed based on the PQAC Accreditation training framework set by the MCYS and the MOE. The DECCE-T course which totals 1200 hours is to be completed in 30 months (part-time) and 18 months (full-time).

7. Modes of Instruction

A multi-modal delivery system will be used in the DECCE-T Course. This includes the presentation of units by academic and part-time trainers from KLC School of Education, Singapore. Presentations will be done through a) weekly lectures; b) block intensive lectures; and c) open learning with tutorials.
8. **Modes of Assessment and Evaluation**

8.1. **Assessment & Weightage**

Each unit will be assessed via group or individual projects/essay assignments and/or examinations. The weightage for the overall course assessment (not including the Supervised Practicum Module) is as follows:

- Written Examination: 13%
- Projects/Essay Assignments: 87%

8.2. **Grading Scale**

All written assessments are graded based on the following scale:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A+</td>
</tr>
<tr>
<td>85-94</td>
<td>A</td>
</tr>
<tr>
<td>80-84</td>
<td>B+</td>
</tr>
<tr>
<td>70-79</td>
<td>B</td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
</tr>
<tr>
<td>55-64</td>
<td>C</td>
</tr>
<tr>
<td>50-54</td>
<td>D</td>
</tr>
<tr>
<td>49 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

8.3. **Supervised Teaching Practicum**

Students who are already working as teachers may opt to use their own centres for the practicum. Placement for other students will depend on their training needs and the availability of centres and schools.

The Supervised Teaching Practicum is made up of 300 hours and is divided into 3 parts:

- Supervised Teaching Practicum 1 (80 hrs)
- Supervised Teaching Practicum 2 (120 hrs)
- Supervised Teaching Practicum 3 (100 hrs)

Each Supervised Teaching Practicum phase must be completed with a Satisfactory Pass grade before moving onto the next. A qualified Practicum Supervisor will be assigned to each student for the Supervised Teaching Practicum phases.
8.4 Procedures For Submission of Assignments

All assignments must be submitted to the KLC Operations Office according to the specified due dates given by the school. Students must complete the Assignment Submission Form (refer to Appendix 3) and attach as front cover on their assignments. They must sign in at the time of submission as well as collection of assignments. All assignments must be typed for submission.

Note: You are advised to keep a hard copy of every assignment submitted.

8.5 Non and Late Submissions Penalty

Non-submission will be marked “Fail” and students will be required to redo the unit.

Extension: Students should write in for extension on the prescribed form (refer to Appendix 4) at least a week before the deadline. This must be approved by the lecturer concerned and final approval from Academic Head. There will be no further extension after a new deadline is finalised. Assignments will NOT be accepted after the second deadline. Penalty for late submission will apply.

Late submissions without valid reasons will be assessed as follows:

After 3 days: drop by 1 grade
After 7 days: marked on a pass/fail basis only

Note: Valid reasons must be supported with evidence (medical certificate, death certificate, etc.)

An administrative charge will be made for processing late submissions (see Appendix 7)

8.6 Failure of Units

Students who fail one piece of assignment and with overall fail grade must re-submit the failed assignment, but can only attain a grade D. Students who fail again after a re-submit are required to re-do the unit. Students who fail both pieces of assignment must re-do the unit (refer to Appendix 1 & Appendix 7).

Student may not be allowed to proceed to the next unit if the student fails to complete a unit.

8.7 Plagiarism, Cheating & Copying

Students must take note that their work will be marked “fail” if they are found guilty of plagiarising, cheating and copying.
8.8 **Attendance and Re-take of units**

Students must meet a requirement of minimum of 75% attendance per unit to be able to sit for an examination or submit assignment/assignments. Failure to do so will render students to re-take the unit. Students are required to pay a specific unit cost for re-taking of unit (see Appendix 7).

Students who fail to complete any unit (due to failure in assignment/examination, non-submission of assignments, or fail to attend the scheduled unit without valid reason) will also be required to retake the unit (see Appendix 1). Absence must be accompanied by a medical certificate or a letter of excuse from centre (see Section D for more details).

Students need to adhere to the deferment timeline as reflected in 9.1 and will be required to complete the course by the timeline. Otherwise, student will be deemed to have withdrawn from the course.

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9. **Deferment Policies**

9.1 Deferment will only be considered on a case-by-case basis either on medical grounds or other valid reasons, at the discretion of the School. Students must submit Request for Deferment form (Appendix 5) one month before commencement of class or practicum.

9.2 Students can apply for deferment of course ONLY ONCE. Subsequent deferment will constitute withdrawal from the course.

9.3 Student who wishes to defer course semester or unit is liable to pay for full course fee before deferment (inclusive of the supported amount from SDF or NTUC-SEP)

9.4 Pre-requisite units are not allowed to be deferred.

9.5 KLC reserves the right to offer similar unit/s in replacement of discontinued unit/s.

9.6 Students who defer units/semester join the next available unit/semester for make-up. They must complete their course within 5 years (for part time courses) or 4 years (for full time courses) from date of class commencement.

9.7 Students are responsible to find out the next available date for the make-up of each deferred unit or module.

9.8 An administrative fee of $200 is charged for any deferred unit or module.

9.9 Student under SDF/NTUC-SEP funding is advised to complete the course within the specified course period.

9.10 Student under SDF funding is advised not to change employer during the specified course period. In the event if the institute is not able to receive the supported amount of the course fees from Skills Development Fund, the company or the individual student will be liable to reimburse the institute on the portion of the fees.
10. **Appeal**

Students may make an appeal to the assessment decision made by trainer (see *Appendix 1 & 2*). An Appeal on Result/Retest Form (*Appendix 6*) has to be filled and submitted to the Operation Department. All appeals will be submitted to the Exam Board for review. Students will be notified of the outcome of the appeal by letter within 4 weeks from the receipt of the Appeal form and fee.

Appeal will not be entertained once it has passed the date of expiry of appeal, that is, **14 days** from the date of release of assessment outcome. An administrative charge will be made on retrieval of examination record and retest (see *Appendix 7*).

11. **Issuance of Certificate**

Upon successful completion of coursework and practicum, and a minimum of 75% attendance, students will be awarded the Diploma in Early Childhood Care and Education-Teaching (DECCE-T) Certificate, accredited by the Ministry of Community Development, Youth and Sports (MCYS) and the Ministry of Education (MOE) on graduation day.

12. **Release of Results**

Final results will be released within three months from the last date of the course. A letter of completion will be issued upon successful completion of all coursework. Transcripts and certificates will be conferred to students on graduation day.
SECTION C: THE COURSE CONTENT

12. COURSE OVERVIEW & UNIT OUTLINES

MODULE 1: PRINCIPLES & PRACTICES IN EARLY CHILDHOOD EDUCATION (30 hrs)
PP-M1 U1  Unit 1:  Early Childhood Education in Singapore (12 hrs)
PP-M1 U2  Unit 2:  Early Childhood Education: Historical Perspectives (18 hrs)

MODULE 2: EARLY CHILDHOOD DEVELOPMENT STUDIES (210 hrs)
CD-M2 U3  Unit 3:  Development in Infancy & Toddlerhood (30 hrs)
CD-M2 U4  Unit 4:  Development in Early Childhood Ages 3-6 (40 hrs)
CD-M2 U5  Unit 5:  Development in Middle Childhood Ages 6-8 (30 hrs)
CD-M2 U6  Unit 6:  Observing, Documenting & Assessing Young Children’s Development (40 hrs)
CD-M2 U7  Unit 7:  Young Children & Play Development (30 hrs)
CD-M2 U8  Unit 8:  Understanding Young Children with Special Needs (40 hrs)

MODULE 3: CURRICULUM AND PEDAGOGY (460 hrs)
CP-M3 U9  Unit 9:  Programmes for Infants & Toddlers (30 hrs)
CP-M3 U10 Unit 10:  Young Children’s Language & Literacy Education (60 hrs)
CP-M3 U11 Unit 11:  Young Children & Mathematics Education (60 hrs)
CP-M3 U12 Unit 12:  Young Children & Environmental Studies (40 hrs)
CP-M3 U13 Unit 13:  Music Education & Creative Dance for Young Children (60 hrs)
CP-M3 U14 Unit 14:  Arts Education for Early Childhood (30 hrs)
CP-M3 U15 Unit 15:  Fitness, Health & Wellness in Early Childhood (30 hrs)
CP-M3 U16 Unit 16:  Self & Social Awareness (30 hrs)
CP-M3 U17 Unit 17:  Creating Learning Spaces for Young Children (50 hrs)
CP-M3 U18 Unit 18:  Classroom & Behaviour Management (40 hrs)
CP-M3 U19 Unit 19:  Creating Curriculum for Young Children (30 hrs)

MODULE 4: PERSONAL AND PROFESSIONAL DEVELOPMENT (100 hrs)
PD-M4 U20 Unit 20:  The Teacher’s Professional Growth & Conduct (20 hrs)
PD-M4 U21 Unit 21:  Personal Growth: Developing Interpersonal & Communication Skills (80 hrs)

MODULE 5: SAFETY, HEALTH & NUTRITION (40 hrs)
SHN-M5 U22 Unit 22:  Young Children’s Safety, Health & Nutrition (40 hrs)

MODULE 6: FAMILIES AND THE COMMUNITY (60 hrs)
FC-M6 U23 Unit 23:  Working With Families, Schools & The Community (60 hrs)

MODULE 7: TEACHING PRACTICUM (300 hrs)
TP-M7 U24 Unit 24:  Teaching Practice (300 hrs)

TOTAL COURSE HOURS: 1200
UNIT OUTLINES
MODULE 1: PRINCIPLES & PRACTICES IN EARLY CHILDHOOD EDUCATION (30 hrs)

PP-M1 U1 Unit 1: Early Childhood Education in Singapore (12 hrs)

RATIONALE

Sound practice in the provision of education and care is grounded in clear understanding of local cultural and historical contexts as well as knowledge of global developments. Basic understanding of what educating young children is all about is important as these factors determine the quality of experiences that will be provided for them by teachers of young children. The philosophy and goals of early childhood education, and the different models and approaches of effective programmes will be presented and examined in the context of the pre-school scene in Singapore. A look at the various settings and their outcomes for learning will also be discussed.

LEARNING OBJECTIVES

Participants will be able to:

1. Demonstrate an understanding of the importance and value of pre-school education.
2. Demonstrate an understanding of the overview of the development of and perspectives on early childhood care and education in Singapore.
3. Develop an understanding of the preschool and primary school systems and the desired national outcomes of pre-school education and primary school.
4. Develop an informed understanding of the code of Ethics for early childhood educators.
5. Develop an understanding and respect for diversity in a multicultural society.

TOPICS COVERED

1. Early Childhood Care And Education
2. Overview Of Early Childhood Education (ECE) In Singapore
3. Preschool And Primary School Education
4. The Code Of Ethics
5. ECE Implications For Singapore

ASSESSMENT FORMAT

Individual Essay (100%)

RECOMMENDED TEXT

MODULE 1: PRINCIPLES & PRACTICES IN EARLY CHILDHOOD EDUCATION (30 hrs)

PP-M1 U2 Unit 2: Early Childhood Education: Historical Perspectives (18 hrs)

RATIONALE
This unit will assist students to trace the historical roots and its influences on early childhood education. The influences and advocacy of early educational leaders and psychologists will allow students to understand the evolution of early childhood care and education. This unit will also assist students to develop a clearly articulated personal philosophy of practice that is nested in established traditions of early childhood locally and internationally. Early childhood teachers develop a philosophy of education that needs to reflect a shared understanding with their professional colleagues, and which should be evident to parents and the community.

LEARNING OBJECTIVES
Participants will be able to:
1. Develop an understanding of the historical dimensions and developmental perspectives of care and education in early childhood.
2. Develop an understanding and knowledge of philosophy and goals of early childhood care and education.
3. Identify the approaches and models in local early childhood education programmes.
4. Develop an understanding of the social dynamics of learning in young children.
5. Develop an understanding of the convention on the rights of children.

TOPICS COVERED
1. Influences On Early Childhood Education
2. Philosophy and Goals of Programmes
3. Approaches And Models Of ECE
4. Learning In The Early Childhood Context
5. The United Nations Convention On The Rights Of The Child

ASSESSMENT FORMAT
Individual Essay (100%)

RECOMMENDED TEXT
Rationale

This unit focuses on the principles of infant & toddler development, including the study of prenatal and neonatal stages. Students will explore recent brain research on the physical, social, emotional and cognitive development of the very young child. A study of temperament & appropriate behavioural guidance will form part of the study. Skills for observing and recording young children’s behaviours will be covered.

Learning Objectives

Participants will be able to:

1. Understand the importance of the prenatal and neonatal stages of development in infants.
2. Identify the stages of physical, social, emotional and cognitive development of the very young.
3. Demonstrate knowledge of the major theories of development & learning focusing on infants & toddlers.
4. Describe temperament styles and how they influence the caregiver and the peer group.
5. Assess developmental levels of an infant based on data collected through Observations & interactions.
6. Explore appropriate techniques for positive behaviour guidance in young children.

Topics Covered

1. Infant/Toddler Development
2. Prenatal Development & Childbirth
3. The Neonate
4. Temperament And Attachment
5. Observing And Recording Infant/Toddler Behaviours
6. Guiding Behaviours In Very Young Children

Assessment Format

Examination (50%)

Individual Child Study Project (50%)

Recommended Text

RATIONAL

This unit covers theories of child development and developmental sequences of children from birth through the preschool years for early childhood educators. Students are expected to know about developmental milestones, and describe appropriate interaction techniques and environments for typical and atypical development. Emphasis is on characteristics of physical/motor, social, emotional, and cognitive/language development and appropriate experiences for children as well as the influence of the family and community.

LEARNING OBJECTIVES

Participants will be able to:

1. Explore various principles in theories of child development.
2. Identify and discuss ages and stages of and individual differences in the developmental growth in young children.
3. Identify major factors influencing physical and motor development.
4. Identify and describe the psychosocial and emotional development in young children.
5. Identify major factors influencing cognitive, language, and literacy development in young children.
6. Identify the impact that sociocultural and economic factors have on young children.

TOPICS COVERED

1. Development In Young Children: Ages 3-6 years
2. Cognitive Growth: Pre-operational Stage
3. Language Development in Preschool Children
4. Emotional, Personality & Social Development In Preschool Children
5. Physical Development In The Preschool Years
6. Contexts For Development

ASSESSMENT FORMAT

Examination (50%)
Individual Child Study Project (50%)

RECOMMENDED TEXT

RATIONALE

This unit covers theories of child development and developmental sequences of children from early to middle childhood. Students are expected to continue their understanding of children's development from ages six to eight years old. The focus of this age-group begins to shift to readiness for school and how early childhood educators need to balance the overall developmental needs of young children in this age-group with the need to make a smooth and successful transition into the formal school years.

LEARNING OBJECTIVES

Participants will be able to:

1. Explore various principles in theories and development.
2. Identify and discuss ages and stages of developmental growth in early to middle childhood.
3. Identify major factors influencing physical and motor growth.
4. Identify and discuss the importance of social interaction and peer influence in school-going children.
5. Identify major factors influencing self-esteem and moral development.
6. Consider the role of the adult in nurturing children's development during the school-going years.
7. List major factors associated with school readiness.

TOPICS COVERED

1. Current Theories On Growth And Development From Ages Six To Eight
2. Cognitive Growth & Schooling: Concrete Operational Stage
3. Development Of Social Cognition
4. Affective And Moral Development.
5. From Preschool To Primary School.

ASSESSMENT FORMAT

Quiz (50%)
Individual Child Study Project (50%)

RECOMMENDED TEXT

RATIONAL

This unit covers a broad set of child observation skills and ways to conduct and interpret a variety of means of child assessment, both formal and informal. Methods of assessment will include systematic observations, use of screening instruments, interviewing techniques, rating scales, portfolios and anecdotal records. Use of observational data for curriculum planning will also be covered.

LEARNING OBJECTIVES

Participants will be able to:

1. Demonstrate knowledge and application of a variety of Observation and record-keeping procedures, including time and event sampling, anecdotal records, running records, etc.

2. Establish and maintain efficient record-keeping systems.

3. Demonstrate knowledge and skills in observing the physical, motor, cognitive, language, social, emotional and moral development of young children.

4. Develop an understanding in the documentation of children’s learning and development.

5. Demonstrate abilities to communicate with parents, colleagues and other professional persons about individual children.

6. Demonstrate use of Observation data for curriculum planning and individual educational programs.

TOPICS COVERED

1. Principles For Observation Procedures And Practices

2. The Observation Process

3. Types Of Observations And Their Records

4. Documenting Learning and Development

5. Use Of Observational Data

ASSESSMENT FORMAT

Individual Observation Reports (50%)

Group Project (50%)

RECOMMENDED TEXT

MODULE 2: EARLY CHILDHOOD DEVELOPMENT STUDIES (210 hrs)

CD-M2 U7 Unit 7: Young Children and Play Development (30 hrs)

RATIONALE

This unit explores the importance of play development in young children and its relationship to learning. Discussions of what play is and how to incorporate it into a curriculum for children from toddlerhood through the primary grades will accompany understanding of the quality of play in early childhood, play as a means of self-expression, and play as a channel of communication to achieving social sense. Theories relating to play and what effects culture, media and technology have on play will be examined alongside research and play practice, and the value of play in relation to the total development (cognitive, affective, emotional, social, and physical) of all children.

LEARNING OBJECTIVES

Participants will be able to:

1. Demonstrate knowledge of the functions and values of play in the teaching and learning of young children.
2. Apply principles of learning through play, using the interests and abilities of young children.
3. Provide inventive and imaginative strategies and approaches for working with the inherent creativity of young children.
4. Link play theories and activities to emerging understandings of the development of the human brain.

TOPICS COVERED

1. Understanding The Importance Of Play To Children's Development
2. Play And Development
3. Facilitating Play In The Early Childhood Years
4. Play And Assessment From Birth To 8 Years Old
5. Physical, Social, Cultural And Interactive Contexts For Play

ASSESSMENT FORMAT

Individual Observation Project (50%)
Group Project (50%)

RECOMMENDED TEXT

MODULE 2: EARLY CHILDHOOD DEVELOPMENT STUDIES (210 hrs)

CD-M2 U8  Unit 8: Understanding Young Children with Special Needs (40 hrs)

RATIONALE

This unit covers exceptional children as learners within the context of the community, school, and family. Emphasis is on the social, physical, and cultural issues relating to the analysis and teaching of exceptional children. Upon completion, students should be able to demonstrate knowledge of identification processes, mainstreaming techniques, professional practices and attitudes, as well build up a network of referral services for children with special needs.

LEARNING OBJECTIVES

Participants will be able to:

1. Develop an understanding of atypical development in young children.
2. Demonstrate an understanding of issues in exceptional development and learning of young children.
3. Identify behavioural and developmental characteristics presented by children with specific disabilities or special abilities.
4. Understand the needs of, and provide support for the parents and families of young children with disabilities or special abilities.
5. Identify principles and practices related to the planning and implementation of educational / care giving programs for young children.
6. Demonstrate knowledge of support services and programs relevant to young children with special needs in Singapore.

TOPICS COVERED

1. Atypical Development
2. Foundations Of Early Childhood Special Education
3. Special Needs in Young Children
4. Issues In Special Needs
5. Identifying Special Needs
6. Working With Special Needs Children In Inclusive Settings
7. Parent/Teacher/Interventionist Partnerships

ASSESSMENT FORMAT

Group Project (50%)
Individual Essay (50%)
MODULE 3: CURRICULUM AND PEDAGOGY (460 hrs)

CP-M3 U9  Unit 9: Programmes For Infants & Toddlers (30 hrs)

RATIONALE

This unit focuses on the components of a quality programme for infants and toddlers in group care and how to provide for their needs, growth, and interests day to day. The importance of the caregiver's role, building relationships with children and parents, an examination of criteria for quality infant / toddler curriculum are also covered. Approaches, techniques, and materials to use in caring for infants and toddlers in a group setting, methods for developing age-appropriate curriculum and setting up learning environments will be included. Students will also learn how to plan, design and present activities for areas of the infant / toddler curriculum based on observations of their development and needs and how to keep records of these observations.

LEARNING OBJECTIVES

Participants will be able to:

1. Develop knowledge and understanding of the importance of the first three years of life, and of the influence of these early years on later development.
2. Define “Developmentally Appropriate Practice Programme” and identify how it is put into practice with infants and toddlers.
3. Identify the varied components of a quality curriculum in an infant /toddler setting.
4. Demonstrate ability to plan, implement activities that are developmentally appropriate for infants and toddlers.
5. Create a child progress portfolio based on Observations and recordings of the child’s behavior and growth.
6. Identify and utilize positive guidance techniques when working within individuals and in groups.

TOPICS COVERED

1. Long Day Care: Research Into Practice
2. Social Environments To Support Children’s Care And Development
3. Infant/Toddler Curriculum
4. Play As A Vital Part Of Curriculum
5. Role Of Caregivers
6. Managing Infants And Toddlers’ Behaviours
7. Observations And Record Keeping
ASSESSMENT FORMAT

Group Project (50%)

Individual Essay (50%)

RECOMMENDED TEXT

MODULE 3: CURRICULUM AND PEDAGOGY (460 hrs)

CP-M3 U10  Unit 10: Young Children’s Language & Literacy Education (60 hrs)

RATIONALE

This unit explores a number of issues associated with the development of children’s language and literacy. It looks at an integrated approach to fostering literacy (reading, writing, listening, speaking, thinking, viewing, and visually representing) development in young children by exploring the stages of emergent literacy. Student will study the implementation of a developmentally appropriate language arts curriculum for young children as well learn specific strategies for teaching reading to beginning readers.

PART A: YOUNG CHILDREN AND LITERACY DEVELOPMENT I: DEVELOPING LANGUAGE & LITERACY (30 hrs)

LEARNING OBJECTIVES

Participants will be able to:

1. Understand the ways in which language and literacy function as social practices in contexts for young children.

2. Demonstrate knowledge and skills in using language and literacy to assist the language, conceptual, social and personal development of each child.

3. Learn and apply a wide range of teaching and learning approaches and strategies to assist young children’s development in oral, reading, written and other multi-literate communications.

4. Design a print-rich environment to support children’s literacy development.

5. Develop and use observation and assessment to diagnose each child’s learning needs, and to provide an appropriate learning program.

6. Plan, implement and evaluate programs for integrated curriculum and literacy units of study.

7. Demonstrate use of IT benefit the children’s learning.

8. Demonstrate knowledge of story-telling techniques that can be used with young children.

TOPICS COVERED

1. Language And Literacy Development

2. Language And Literacy Goals In Early Childhood

3. Strategies For A Literacy Program

4. Writing

5. Environments To Support Integrated Language and Literacy Development

6. Assessing Literacy Learning In Early Childhood
ASSESSMENT FORMAT

Group Project (50%)
Individual Essay (50%)

RECOMMENDED TEXT


PART B: YOUNG CHILDREN AND LITERACY DEVELOPMENT II: STRATEGIES FOR BEGINNING READERS (30 hrs)

LEARNING OBJECTIVES

Participants will be able to:

1. Recognize that reading should be taught as a process.
2. Demonstrate an understanding of how young children acquire word identification skills to construct meaning, including an understanding of the major cueing systems (graphophonemic, syntactic, semantic), the role of phonemic awareness, and the relationship between word identification and spelling.
3. Become familiar with developmentally appropriate early literacy approaches.
4. Become familiar with children's literature and its importance to developing good reading habits.
5. Learn to plan and evaluate instruction that builds on the emergent language and literacy abilities of early learners.
6. Develop a repertoire of assessment strategies to employ in evaluation of literacy skills.
7. Become familiar with and evaluate instructional materials, including those that are technology-based.

TOPICS COVERED:

1. Prereading Experiences In Early Childhood
2. The Nature Of Reading Ability
3. What beginning readers need
4. Fluency
5. Reading Aloud
6. Vocabulary Development
7. Comprehension Skills
8. Assessing Reading
ASSESSMENT FORMAT

Case Study (100%)

RECOMMENDED TEXT

MODULE 3: CURRICULUM AND PEDAGOGY (460 hrs)

CP-M3 U11  Unit 11: Young Children & Mathematics Education (60 hrs)

RATIONALE

Mathematics helps us to make sense of the world today. Thus, it is essential in the early childhood curriculum to develop competence and thinking skills in young children. Young children's development of understanding and use of symbols for communication and thinking will be central to this unit. The aim is to assist young children to develop problem-solving skills using the curiosity of young children to explore numeracy in their world so that they are able to develop the logico-mathemetical knowledge to learn to use number confidently. This unit will introduce students to the development of mathematical knowledge in young children, the role of the environment, approaches and strategies to facilitate the development of young children's understanding, confidence and developing concepts and skills for number, space, measurement, chance and data, patterns and algebra. Evaluation and use of commercially available resources and software programs; development of own resources; uses of traditional, cultural and local resources for teaching concepts of numeracy will be discussed. Techniques and procedures for assessing, monitoring, tracking, record-keeping and reporting on the numeracy development of children will also be discussed.

LEARNING OBJECTIVES

Participants will be able to:

1. Develop knowledge and understanding how young children develop mathematical understandings, abilities and attitudes
2. Demonstrate and understanding of the importance and role of play, language and materials in the acquisition of mathematical learning in young children
3. Demonstrate knowledge of approaches and strategies to support children’s learning of number, concepts and problem-solving
4. Demonstrate knowledge to select appropriate topics and content, resources, plan and implement appropriate math lessons
5. Develop knowledge in assessing and evaluating young children’s developing abilities and problem-solving skills in mathematics.

TOPICS COVERED

1. Exploring Mathematical Knowledge And Its Development In Young Children
2. The Role Of Play And Language In Teaching And Learning Of Mathematics
3. The Role Of Materials In Developing Mathematical Thinking
4. Exploration Of Number, Concepts And Problem-Solving
5. Topics For Exploring, Thinking And Creative Problem-Solving, Planning And Implementation Of Lessons
6. Monitoring Children’s Development In Mathematics
7. Organisation Of Time, Space And Materials And Use Of Technology
ASSESSMENT FORMAT

Group Project (50%)

Individual Project (50%)

RECOMMENDED TEXT

RATIONALE

Science has always been central to the lives of people, in terms of the effects of climate and the natural environment. In this unit, students will gain an understanding of the importance of developing children’s curiosity, creativity, sense of wonder, appreciation of nature and problem-solving skills in the exploration of science. Focus will be made on different approaches to the teaching of science and questioning techniques that will encourage children to develop creativity, knowledge, abilities and attitudes in science. Children’s cultural and diverse backgrounds will be taken into consideration in the learning of science. The constructivist approach is highlighted in the unit to explain how young children construct knowledge, the influence of the environment and the role of the teacher. This approach should encourage students to rethink their teaching practices in the early childhood classroom.

LEARNING OBJECTIVES

Participants will be able to:

1. Develop knowledge and understanding how young children develop scientific understandings, abilities and attitudes.
2. Understand the value of hands-on experiences for children in science activities.
3. Demonstrate abilities and skills for collaborating with young children in the development of their understanding of the scientific method as a principle for studying the environment.
4. Demonstrate essential questioning techniques to further extend children's knowledge of science.
5. Demonstrate knowledge of selected science content, materials and an ability to effectively access such knowledge.
6. Contribute to children's understanding of the environment, and to their appreciation of the relationship between people and the environment.
7. Demonstrate knowledge and application of the principles and practices of teaching that promote children's experiences, exploration, enjoyment, use and learning of the nature and physical world and of its importance to them.

TOPICS COVERED

1. Young Children’s Development Of Scientific Understandings, Abilities And Attitudes
2. The Processes Of Science
3. Approaches To Teaching Science
4. Role Of Teacher
5. Topics For Exploring, Thinking And Creative Problem-Solving
6. Monitoring Children’s Conceptual Understanding Of Scientific And Environmental Issues
7. Organisation Of Time, Space And Materials And The Use Of Technology
ASSESSMENT FORMAT

Group Project (50%)

Individual Project (50%)

RECOMMENDED TEXT

MODULE 3: CURRICULUM AND PEDAGOGY (460 hrs)

CP-M3 U13  Unit 13: Music Education & Creative Dance for Young Children (60 hrs)

RATIONALE

Aesthetics and creative expression in early years are pivotal in the development of the whole child. The arts allow young children to be expressive, creative and imaginative. Communicating through bodily movement is a powerful learning tool for young children. Children should be provided with opportunities to create, play and explore ideas and feelings through a variety of media in music, movement and drama. In this unit, students will focus on the importance of art experiences such as music, creative movement, and drama for young children’s development. Multicultural elements and different types of music and movement will be explored. Students will gain practical experiences of performing methodologies and a range of developmentally appropriate expressive arts approaches.

PART A: MUSIC & MOVEMENT (30 hrs)

LEARNING OBJECTIVES

Participants will be able to:

1. Gain insight into the role of music and movement in children’s development.
2. Develop an appreciation the performing arts.
3. Develop skills and strategies to teach a range of music and movement activities and skills to children.
4. Demonstrate knowledge and creativity to select appropriate music and movement activities, resources for planning and implementing appropriate lessons.

TOPICS COVERED

1. The Importance Of The Arts For The Holistic Development Of Young Children
2. Appreciating Music
3. Planning For Music And Movement Experiences

ASSESSMENT FORMAT

Individual Project (100%)

RECOMMENDED TEXT

PART B: CREATIVE DANCE AND DRAMA (30 hrs)

LEARNING OBJECTIVES

Participants will be able to:

1. Develop an understanding of the role of creative dance and drama in young children’s development.
2. Develop skills, strategies and creativity in teaching a range of developmentally appropriate creative dance and drama experiences to young children.
3. Use dance and drama as a medium for self-expression, communication and understanding meaning expressed in the performing arts of other persons and cultures.
4. Design and implement developmentally appropriate creative dance and drama activities for young children.

TOPICS COVERED

1. The Role Of Creative Dance and Drama In Early Childhood
2. The Dance And Drama Approach
3. Planning For A Creative Drama Program
4. Resources For Creative Drama Experiences

ASSESSMENT FORMAT

Individual Project (100%)

RECOMMENDED TEXT

Not Applicable
RATIONALE

Aesthetics and creative expression in early years are pivotal in the development of the whole child. Visual arts allow young children to be expressive, creative and imaginative. It is a tool for thinking, helping children to make meaning. Visual art allows children to form concept of their world, representing what they know, and conveying ideas and emotions to others. Children should be provided with opportunities to create, play and explore ideas and feelings through a variety of media in expressive visual arts. In this unit, students will focus specifically upon the visual and creative arts, and develop and focus upon artistic processes (visual, aural, imaginative, expressive, symbolic and technical) to facilitate the learning of young children. Students will also learn to work with various tools, processes and media in their exploration of the visual world.

LEARNING OBJECTIVES

Participants will be able to:

1. Demonstrate knowledge and understanding of key elements, concepts and learning processes in the visual arts.
2. Develop an in-depth knowledge and practical skills in teaching the visual arts to young children.
3. Design a visual arts program that promotes personal creativity, some degree of technical skill, and that reflects influences of the cultural contexts of Singapore.
4. Implement a program of appreciation of a selection of examples of visual arts.
5. Learn and demonstrate principles and practices of teaching that promote children’s experiences, explorations, enjoyment, use and learning of the visual arts.

TOPICS COVERED

1. The Visual Arts: Elements, Patterns And Cultures
2. The Development Of Young Children's Artistic Understanding
3. Integrating The Curriculum, Selecting And Planning Developmentally And Culturally Appropriate Art Activities For Young Children
4. Approaches And Strategies For Encouraging And Teaching Creative, Artistic And Aesthetic Expression In Visual Forms
5. Materials And Resources For Painting, Modelling, Photography (Using Digital, Camera) And Art Appreciation For Young Children

ASSESSMENT FORMAT

Group Project (50%)
Individual Project (50%)

RECOMMENDED TEXT
RATIONAL

Young children benefit in many ways from physical activities. Physical activities promote optimal growth and development of the nervous system, refinement of perceptual abilities, proficiency of neuromuscular skills, self-concept and self-esteem. The focus of this unit is on the development of young children's gross and fine motor abilities and skills, and students will be required to observe and prepare individual programmes to assist physical development. The physical development and health of young children are central concerns of all teachers and carers of young children. In order to provide worthwhile and valuable programmes that support the healthy development of young children, students will be required to increase their knowledge of medical and physical conditions affecting young children, and to be confident in their abilities to assist young children's health and development in a safe environment.

LEARNING OBJECTIVES

Participants will be able to:

1. Develop an understanding of children's perceptual and motor skills development.
2. Develop an understanding of the role of play in physical development.
3. Demonstrate knowledge in fostering perceptual and motor development in young children.
4. Demonstrate abilities to promote the social, personal and physical values of games and sport.
5. Provide meaningful educational experiences and materials for gross and fine motor development for young children (0-8 years).

TOPICS COVERED

1. Principles Of Health And Physical Education
2. Play And Physical Development
3. Approaches And Planning For Meaningful Education Experiences
4. Safety For Physical Activity
5. Resources, Space, And Time In Physical Experiences For Children

ASSESSMENT FORMAT

Group Project: (50%)
Individual Resource file (50%)

RECOMMENDED TEXT

RATIONALE

As children grow, gradual development of self-awareness and social skills also occur. Self-awareness enables children to understand who they are and how they are related to the people and environment around them. Children need social competence to enable them to participate in the environment. Self-awareness is central to children’s emotional and social development. This unit aims to help students understand the different factors influencing the development of children’s self and social awareness. Strategies will be discussed to guide children in their development of positive self-esteem, social, and relationship-building skills which are vital to their mental health and social well-being in the future.

LEARNING OBJECTIVES

Participants will be able to:

1. Develop an understanding of how children develop self-awareness and social competence.
2. Develop an understanding of the social and cultural influences on young children’s development.
3. Demonstrate skills in developing and implementing programmes to assist young children in understanding themselves as individuals and their reliance upon others in the community.
4. Demonstrate skills in planning activities and provision of resources to involve children in healthy practices during play and social interaction.
5. Develop knowledge and practices to assist young children to develop resilience, emotional stability, physical and emotional well-being, moral principles and practices for social harmony.

TOPICS COVERED

1. Children’s Self And Social Development
2. Innate Temperament
3. Influences On Self And Social Skills
4. Peer Relations
5. Planning Of Developmentally Appropriate Curriculum Activities

ASSESSMENT FORMAT

Group Project: (50%)
Individual Resource file (50%)

RECOMMENDED TEXT

RATIONALE
Physical and social environments have profound effects on children’s development. Young children learn within the security of well-planned physical environments that support social interactions based upon respect and acceptance. In this unit, students will gain understanding that space, accessibility to the outdoors, arrangement of rooms, availability of a variety of materials, air quality, equipment, and lighting play important roles in children’s well-being, learning and creativity. Design of the environments will include emphasis on creativity, physical activity, social development, cognitive development and aesthetic elements. Carefully designed learning centres have proven to be an apt and responsive vehicle for children’s learning. Students will gain knowledge on the characteristics of effective early childhood learning centres.

PART A: ENVIRONMENT DESIGN FOR INFANTS AND TODDLERS (15 hrs)

LEARNING OBJECTIVES
Participants will be able to:

1. Identify components of environments that use space, relationships, materials, and routines as resources for constructing interesting, secure, and enjoyable experiences encouraging play, exploration, and learning.

2. Choose equipment that supports active learning space and quiet space for infants and toddlers that is safe and appropriate.

3. Look at the use of both indoor and outdoor spaces to facilitate learning and physical, intellectual, emotional and social development.

4. Evaluate safety factors in indoor and outdoor spaces / equipment.

5. Examine the teachers’ and caregivers’ role in planning appropriate environments and develop safety checklist for use in indoor and outdoor activities for infants and toddlers.

TOPICS COVERED

1. Components Of An Effective Environment For Infants And Toddlers
2. Setting Up And Equipping The Indoor Physical Environment
3. Considering The Outdoor Physical Environment
4. Planning And Maintaining Physical Environments
5. Designing And Selecting Materials For The Environment

ASSESSMENT FORMAT
Group Project (100%)
PART B: DESIGNING LEARNING ENVIRONMENTS FOR PRESCHOOLERS AND KINDE RGARTENERS
(35 hrs)

LEARNING OBJECTIVES

Participants will be able to:

1. Develop understanding and knowledge of the role of learning environments to support young children’s physical, intellectual, emotional and social development.

2. Reinforce their articulated philosophy for setting up of learning corners and value of play in the early childhood curriculum.

3. Demonstrate how to plan, communicate and administer an effective learning environment to support the early childhood curriculum.

4. Evaluate, select and develop appropriate resources for the indoor and outdoor learning environments.

5. Assist young learners to make effective use of IT resources as part of the learning environment.

TOPICS COVERED

1. Supporting Children's Learning And Development

2. Environments For Learning Activities: Indoors And Outdoors

3. Designing And Selecting Materials For The Environment

4. Using Information Technology

ASSESSMENT FORMAT

Group Project (50%)

Individual Project (50%)

RECOMMENDED TEXT

RATIONALE

Children strive and learn in a safe and positive environment, which is only possible without interruptions. Disruptive behaviours may occur from time to time and may become discipline problems if not managed effectively. Effective classroom management strategies are important to enable delivery of curriculum and learning. This unit will introduce students to young children's behavior development, the reason and influence of problem behaviours in young children, and children's psychological needs. Students will examine the different strategies in guiding and managing children, and guidelines for effective discipline. Promotion of self-discipline in young children will be discussed. The roles parents play in children lives have strong influences on their behaviours. Students will discuss the benefits and strategies in working with parents and other professionals to manage children’s behaviours effectively.

LEARNING OBJECTIVES

Participants will be able to:

1. Develop an understanding and managing classroom behaviours.
2. Recognise and anticipate inappropriate behaviour and to prevent or manage such behaviour appropriately.
3. Develop and apply techniques and strategies for managing classroom behaviour of young children.
4. Manage groups of young children during and between activities of the day.
5. Communicate with colleagues, parents and children about encouraging acceptable behaviour that supports children’s development.

TOPICS COVERED

1. Understanding Children’s Behaviour
2. Problem Behaviours In Young Children
3. Promoting Self-Discipline
4. Effective Guidance And Classroom Management
5. Communication With Parents

ASSESSMENT FORMAT

Project (50%)
Individual Case Study (50%)

RECOMMENDED TEXT
RATIONALE

Young children learn best through active, integrated and meaningful activities, programmes that are developmentally appropriate, consistent routines, interactive environment, continuity of programmes, and programmes that provide a proper transition to formal school. An effective early childhood programme should emphasize all these elements.

This unit will provide an overview of principles in planning, implementing developmentally appropriate programme. Lesson planning, emerging curriculum, short and long term goals, small group and large group activities, organisation of space, time, materials will be incorporated in the planning of the curriculum. The unit is aimed at enhancing students' understanding of the processes involved in curriculum planning, implementation and evaluation of children's language and literacy development, creativity, mathematical understanding, physical development and environmental awareness. It is designed to enable students to integrate knowledge of the young child's growing concept of 'self' and understanding and skills in promoting growth, development and learning in the early years within the social and cultural context of Singapore. Issues of transition will also be included in the programme. Exploration of various techniques to manage children's learning within the classroom during curriculum time will also be emphasized.

LEARNING OBJECTIVES

Participants will be able to:

1. Demonstrate an understanding of the theoretical underpinnings of child development in the context of curriculum design.

2. Identify and analyze major policies and issues affecting curriculum planning and decision-making.

3. Identify the needs and interests of children in order to plan appropriate teaching and learning practices based on play, discovery & exploration.

4. Evaluate programmes for integrated curriculum and literacy; integrated curriculum and the creative arts; integrated curriculum and physical education; integrated curriculum and the environmental sciences; integrated curriculum and mathematics.

5. Integrate elements of different learning domains, plan, implement and evaluate a curriculum.

6. Evaluate programmes for transition to primary school.

TOPICS COVERED

1. Principles Of Development And Learning
2. Frameworks For Curriculum Design And Decision-Making
3. Integrating Curriculum And Integrated Learning
4. Issues In EC Curriculum
5. Assessing And Evaluating
6. The Transitional Curriculum
ASSESSMENT FORMAT

Individual Project (100%)

RECOMMENDED TEXT

Not Applicable
MODULE 4: PERSONAL AND PROFESSIONAL DEVELOPMENT (100 hrs)

PD-M4 U20  Unit 20: The Teacher’s Professional Growth and Conduct (20 hrs)

RATIONALE

Early childhood educators have a major influence in the lives of young children, and the use of many talents and skills are required in teaching. They are also expected to be models of communication and interpersonal skills in their interactions with children, parents and colleagues. Teachers need a clear understanding of their roles and responsibilities, continuity in evaluating own performance and identify needs for professional growth. This unit focuses upon the professional knowledge and skills of early childhood teachers, to enable students to develop a teaching philosophy, to appreciate own personal and professional development, and to bring positive attitudes in their work with children and families.

LEARNING OBJECTIVES

Participants will be able to:

1. Study, discuss and understand fully all implications of codes of conduct and professional ethics.
2. Demonstrate high levels of professional understanding of the status of early childhood teaching and the early childhood teacher.
3. Reflect upon own career and professional development and future.
4. Develop knowledge and skills in collaborating with peers and the community.

TOPICS COVERED

1. The Teacher Of Young Children
2. The developmental stages of preschool teachers
3. Professional Ethics And Codes Of Conduct
4. The Reflective Practitioner
5. Quality in pedagogical practice
6. Working With Others

ASSESSMENT FORMAT

Individual Project (100%)

RECOMMENDED TEXT

AECES Code of Ethics
MODULE 4: PERSONAL AND PROFESSIONAL DEVELOPMENT (100 hrs)

PD-M4 U21  Unit 21: Personal Growth: Developing Interpersonal & Communication Skills  
(80 hrs)

RATIONALE

The course is designed around the use of Standard English for effective communication as well as presentations. Students will engage in activities that will develop their oral and writing skills. Skills in speech communications arts will also be taught to help support children’s performances in the classroom. Development of voice and speech for performance, use of language for communication as well as an understanding of and the teacher’s creative use of children’s literature will be explored. This unit is skill-based and includes recommendations for further professional skills training in the Speech Communication field.

PART A: EFFECTIVE ENGLISH COMMUNICATION SKILLS (20 hrs)

LEARNING OBJECTIVES

Participants will be able to:

1. Gain understanding of the difference between Standard English and Singlish.
2. Develop an understanding and use of the Structure of English.
3. Communicate effectively with adults and children.
4. Develop effective written communication.

TOPICS COVERED:

1. The Use Of Standard English
2. Communicating With Adults and Children
3. Effective Written Communication

ASSESSMENT FORMAT

Individual Essay (50%)
Individual Assessment (50%)

RECOMMENDED TEXT

Not applicable

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PART B: SPEECH & COMMUNICATION SKILLS (60 hrs)

LEARNING OBJECTIVES

Participants will be able to:

1. Develop good voice, speech & posture for performance.
2. Explore language in verse and prose.
3. Explore dramatic techniques that can be used in story telling.
4. Develop confidence in public speaking and presentation.

TOPICS COVERED

1. Techniques For Speech Communication Arts
2. An Introduction To Phonetics
3. Elements Of Effective Speech Crafting & Presentation Skills
4. Creative Presentation Skills

ASSESSMENT FORMAT

Individual Assessment (100%)

RECOMMENDED TEXT

Not Applicable
RATIONALE

This unit prepares child care directors, assistant directors and teachers to deal with issues of children’s safety in environments, good nutrition and health. It should include practical applications, care giving skills, consideration for cultural sensitivity and resources needed for working with children, families and staff. Collaboration with families, sensitivity to individual differences will be stressed.

LEARNING OBJECTIVES

Participants will be able to:

1. Understand and appreciate the importance of providing a healthy and safe environment for young children to grow and learn.
2. Gain knowledge in detecting physical, emotional, psychological and sexual abuse of young children, and be able to refer any suspected cases to the centre’s principal or supervisor for action.
3. Demonstrate ability to manage all dimensions of the well-being of young children involving the health, safety and nutritional aspect in centres and at home.
4. Demonstrate sufficient knowledge of safety management, the diseases and illnesses of young children, and know how to detect, document and report serious case to parents, centre’s supervisors and relevant authorities if necessary.
5. Understand and appreciate the importance of health and nutrition in the developing child, and to recognise the relationship between health and hygiene.
6. Understand the importance of the routine care, manage and carry out routine activities.
7. Review basic first aid practices in the centre.

TOPICS COVERED

1. Safety In The Environment
2. Health & Hygiene of Young Children
3. Nutrition Requirements of the Developing Child
4. Managing Health And Safety
5. Child Abuse and Neglect
6. Routine Care

ASSESSMENT FORMAT

Examination (50%)
Group Project (50%)
RECOMMENDED TEXT
RATIONALE

This unit examines the importance of creating effective partnerships with families. It provides students with an overview of modern families and their complex roles, and helps teachers to be aware of the diversity and needs of families they will encounter. The benefits of creating productive partnerships and the barriers that teachers must work beyond will be covered. Practical and effective strategies for communication and counseling will also be raised.

LEARNING OBJECTIVES

Participants will be able to:

1. Demonstrate awareness and understanding of the importance of the family as the basic unit in society.
2. Understand the issues and problems faced by families in a cosmopolitan city state and a meritocratic society.
3. Acquire basic skills in guidance and counseling young children and their parents.
4. Demonstrate abilities and skills in organising programs for parent involvement in supporting the work of the early childhood education centre.
5. Undertake a program of networking possible sources of local community support.
6. Developing systems for involving parents and community leaders in curriculum planning.

TOPICS COVERED

1. Concepts Of Family And Community
2. Singapore As A Cosmopolitan Society
3. Working With Families And Community
4. Introduction To Counseling
5. Resources For Planning And Implementing The Curriculum

ASSESSMENT FORMAT

Individual Case Study (50%)
Group Field Project (50%)

RECOMMENDED TEXT

RATIONALE

The Teaching Practicum is a vital component of the course which provides students with opportunity for field visits and attachment at designated centre for their practicum work. This development is seen as an on-going process which begins with the first involvement in teacher preparation, and lasts throughout one’s entire teaching career. It is hoped that this field experience will provide the student increasing opportunities to under study and work with both children and other practising teachers already in the field. Using all the theoretical study knowledge that the student has now amassed up to this point, it is expected that the student uses and shows competencies in linking theory to practice expected of a classroom teacher, including lesson planning, child observation, learning environment planning, making teaching aids, reflecting on centre’s philosophy & practice, etc.

TEACHING PRACTICE 1 (80 hrs)

Learning Objectives

Participants will be able to:

1. Demonstrate the ability to relate the findings of the observation to the learning and development of young children.
2. Demonstrate the ability to relate the findings of the Observation to the planning of programs for young children.
3. Reflect on the effectiveness of provision of programs, conducive environments and interesting learning areas.

Topics & Tasks Covered

1. Role and responsibilities of educators
2. Observation, evaluation, record keeping and reporting
3. Centre visits
4. Reflective evaluation of programs, environment and learning areas

TEACHING PRACTICE 2 (120 hrs)

Learning Objectives

Participants will be able to:

1. Communicate effectively with children, their parents and other members of staff.
2. Demonstrate the ability to relate the findings of observation to the planning of programs for young children.
3. Demonstrate the ability to reflect on and evaluate a range of specific teaching practices and class management.
4. Plan, implement and evaluate developmentally appropriate activities based on a selected theme for a group of young children.

5. Manage and guide young children’s behaviours and learning.

6. Prepare and use ‘teacher-made’ teaching materials that cater to children’s needs.

7. Demonstrate the ability to prepare and carry out routine care with young children.

8. Demonstrate the ability to observe safety and hygiene when dealing with young children.

9. Reflect on own teaching performance and interaction with children and colleagues and parents.

**Topics and Tasks Covered:**

1. Collaborative interactions with parents, colleagues and members of the wider community

2. Plan, implement and evaluate developmentally appropriate activities

3. Learning interactions and instructional sequences

4. Caring for young children

5. Management and guidance of young children

6. Defining and refining teaching practices, approaches, strategies and skills

7. Reflect on own teaching performance, care and interaction with children and colleagues and parents.

**TEACHING PRACTICE 3 (100 hrs)**

**Learning Objectives:**

Participants will be able to:

1. Demonstrate the ability to relate the findings of observation to the planning of programs and environment for young children.

2. Demonstrate the ability to plan, implement and evaluate learning corners based on a selected theme for a group of young children.

3. Plan, implement and evaluate developmentally appropriate activities based on a selected theme for a group of young children.

4. Demonstrate effective communication skills with children, their parents and other members of staff;

5. Be creative in the preparation of teaching resources;

6. Demonstrate a range of teaching strategies and skills in managing groups of children, interacting, guiding and assessing children's behaviour and learning.

7. Reflect on own teaching performance and interaction with children and colleagues and parents.
Topics and Tasks Covered:

1. Collaborative interactions with parents, colleagues and members of the wider community
2. Plan, implement and evaluate developmentally appropriate activities
3. Plan, implement and evaluate learning corners
4. Management of children’s behaviors and learning
5. Learning interactions and instructional sequences
6. Defining and refining teaching practices, approaches, strategies and skills
7. Reflect on own teaching performance, care and interaction with children and colleagues and parents.

ASSESSMENT FORMAT

Practicum Portfolios (100%)

Supervised Teaching ASSESSMENT Pass/ Fail
SECTION D: REQUIREMENTS, RULES & REGULATIONS FOR STUDENTS

ALL STUDENTS

1. Fee Protection Scheme

1.1 KLC School of Education Pte Ltd (KLC) has put in place a Fee Protection Scheme (FPS) for all students under HSBC Insurance.

1.2 All students' fees will be protected under the FPS except for students who enrolled into courses in which waiver was granted by the Council for Private Education (CPE).

1.3 KLC will arrange to protect the students' fee FPS with HSBC Insurance on the same day of their fee payment.

1.4 Students' fee payment will only be taken into consideration if the students pay during the operation hours of the cashier. Operation hours for cashier will be from Mon – Fri, 10am – 4pm.

1.5 Student can only drop their cheque payment in the cheque deposit box after the operation hours of the cashier and their payment will be processed and protected on the next working day.

2. Signing of Student Contract

All students will be required to sign a standard student contract (adopted from CPE) in both English and their native language.

3. Fee Payable

All fees payable by the students will be listed in Schedule 2.1 and 2.2 in the student contract. No other fee can be collected if it is not listed in Schedule 2.1 and 2.2.
INTERNATIONAL STUDENTS

A. ICA Requirements (For International Students)

1. All International Students will comply with the provisions of the Immigration Act and any regulations made there under or any statutory modifications or re-enactment thereof for the time being in force in Singapore.

2. The student would not fail to attend classes for a continuous period of 7 days or more without valid reason.

3. The student would not have a percentage of attendance less than 90% in any month of the course without any valid reason.

4. The purpose of stay in Singapore is solely for study only, and no other pass, extension of stay or permanent stay will be sought for in Singapore.

5. The student shall not be adopted by the local sponsor or any Singapore citizen resident in Singapore.

6. The student shall not indulge in any activities which are inconsistent with the purpose for which the Student’s pass has been issued.

7. The student shall not engaged in any form of employment paid or unpaid, or in any business, profession or occupation, or in any activity which, in the opinion of the Controller of Immigration, is detrimental to the security, reputation and well being of Singapore.

8. The student shall not smoke, administer to himself/herself or otherwise consume or be in anyway engaged in the trafficking of any controlled drug as defined in the Misuse of Drugs Act, (1985 Edition), or any written law for the time being in force relating to the control of dangerous or otherwise harmful drugs.

9. The student shall not be involved in any criminal offences in Singapore.

10. The student shall not remain in Singapore after the expiry of the student’s pass.

11. The student shall surrender the student’s pass for cancellation within 7 days of the date of cessation or termination of studies.
B. Payment of Course Fees

1. Refund Policy:
   a. All students will be required to submit the withdrawal form with supporting documents if they would like to withdraw from a course.
   b. The following refund policy will apply for student’s withdrawal.

<table>
<thead>
<tr>
<th>% of [the aggregate amount of the fees paid under Clause 1.11 and 1.12]</th>
<th>If Student’s written notice of withdrawal is received</th>
</tr>
</thead>
<tbody>
<tr>
<td>[100%]</td>
<td>(“Maximum Refund”) More than [29] days before the Course Commencement Date</td>
</tr>
<tr>
<td>[50%]</td>
<td>Before, but not more than [29] days before the Course Commencement Date</td>
</tr>
<tr>
<td>[0%]</td>
<td>After, but not more than [1] days after the Course Commencement Date</td>
</tr>
<tr>
<td>[0%]</td>
<td>More than [1] days after the Course Commencement Date, but not more than [14] days after the Course Commencement Date</td>
</tr>
<tr>
<td>[0%]</td>
<td>More than [14] days after the Course Commencement Date</td>
</tr>
</tbody>
</table>

C. Transfer Policy

1. Internal Transfer to other courses

   A written notice must be given to the school one month in advance. Acceptance to the course is subjected to availability and entry qualification eligibility of students.

2. External transfer to other school

   Such transfer is treated as withdrawal from KLC course. Students are required to give a one month notice and make all outstanding payment before termination. Acceptance by other institutions is subjected to their discretion. Student visa is also subjected to ICA’s approval. Refund policy without cause will apply. Student will be required to pay any outstanding fees before external transfer can be allowed.

D. Cancellation/transfer of student’s pass (For International Student)

   Student pass will be cancelled upon receipt of transfer or withdrawal notification. Students are required to return student pass issue to KLC for cancellation by ICA.
E. Withdrawal Policy

1. Withdrawal (Without cause)

1.1 Where the Student withdraws from the Course for any reason other than those set out in their student contract under Clause 2.2 or Clause 9 (Force Majeure), KLC shall, subject to Clause 3.5, as soon as practicable after receiving the Student’s written notice of withdrawal (and in any event no more than seven (7) working days after receiving such notice) refund to the Student the amount according to its refund policy (less any applicable bank administrative charges properly paid/payable under Clause 3).

1.2 Where the student breached Code of Conduct for students and are to be terminated from the course after course commencement, no refund will be given to the student.

2. Withdrawal (For cause)

2.1 Notification and Arrangement

KLC shall inform the Student immediately within three (3) working days if

(i) It fails, for any reason, to commence the Course on the Course Commencement Date;

(ii) It terminates the Course, for any reason, prior to the Course Commencement Date;

(iii) It fails, for any reason, to complete the Course by the Course Completion Date;

(iv) It terminates the Course, for any reason, prior to Course Completion Date; or

(v) The Student’s Pass application is rejected by Immigration and Checkpoint Authority (ICA).

KLC shall, within seven (7) working days of notifying the Student in writing of above circumstances (i) to (iv), provide the Student with information and details of the alternative confirmed course arrangement to allow the Student to make timely and appropriate decision on the alternative arrangement.

2.2 Withdrawal for cause

Subject to Clause 9 (Force Majeure) in the student contract, the Student shall be entitled to immediately withdraw from the Course by giving written notice to KLC of his/her intention to do so if KLC is in breach of any of its obligations under this Agreement or fails to perform its obligation(s) under the circumstances in the student contract Clause 2.1 (i) to (iv).

2.3 Refunds for Withdrawal for Cause:

For circumstances under Clause 2.1 in the student contract, KLC shall, within seven (7) working days after notifying the Student, refund to the Student:

(i) The entire amount of the Course Fees; and
(ii) The Miscellaneous Fees*.
KLC shall also, as soon as practicable after receiving the Student’s notice of withdrawal under Clause 2.2 (and in any event no later than seven (7) working days after receiving such notice) refund to the Student the amounts stated in this Clause 2.3.
LOCAL STUDENTS

A. Payment of Course Fees

1. Application fees paid are not refundable.

2. All installment fees are payable two weeks in advance before commencement of new term. An interest of 1% per 30 days will be charged on overdue payments.

3. All outstanding course fees shall be payable to KLC if students are absent without the School’s approval for 4 consecutive weeks of lectures.

4. An invoice for course fee payment notification will be sent to non-company subsidized students in advance before due date for payment.

5. Students can pay the course and miscellaneous fee in cash, NETS or by cheque (payable to KLC School of Education Pte Ltd). Students are advised to indicate their full name, student number, course intake on reverse side of cheque.

6. Other fees charges will include administrative fee, re-sit examination fee, re-moduling fee (due to failure) and library fee (see Appendix 6).

7. Centre-sponsored students are advised not to resign from their Centres during the course. Their employers will be liable to pay to KLC the balance portion of the course fee should the students withdraw from the course. Students are advised to settle their training bond obligations (if applicable) directly with their employers.

B. Withdrawal/Refund of Course Fee

1. If the student decides to withdraw from the programme due to valid reasons, notice of withdrawal must be given in writing one month in advance (refer to Appendix 5). All withdrawal will be treated on case-by-case basis and is subjected to the approval of KLC.

2. Failure to do so will result in fees payable in lieu of notice and other financial penalty.

3. Refund policy will apply.

C. Transfer Policy

1. Internal Transfer to other courses

A written notice must be given to the school one month in advance. Acceptance to the course is subjected to availability and entry qualification eligibility of students.
ALL STUDENTS

A. Attendance Requirements

1. Students are required to attend all lectures regularly and punctually.

2. Students must maintain at least 90% (International Students) or 75% (local students) of classroom attendance before they are permitted to sit for any test/examination at the end of each unit and to successfully complete the full course.

3. Students must produce valid medical certificate (MC) and/or letter of excuse for their absence from class within 7 working days to the KLC Operation Department.

4. In hospitalization cases, KLC must be informed immediately and the MC must be submitted within 5 working days after being discharged from the hospital.

5. For compassionate leave, students would need to submit a certified true copy of the death certificates of family members and proof of relation to KLC for verification purpose.

6. Students are not allowed to sign on behalf of other student on the attendance else disciplinary action against students will be taken.

B. Students’ Code of Conduct

1. Students should read and abide by all rules and regulations stated in this Course Handbook and Practicum Handbook under separate cover.

2. Students should switch handphones to silent-mode/off-mode and no eating during class session.

3. Students are urged not to litter in classrooms or damage the property of KLC.

4. Disciplinary action will be taken against students who are caught cheating / copying during examination or plagiarizing.

5. A student may be required to leave the course if, during the course, he/she is convicted by a court of law in any country of the offence, or bad behaviour and misconduct, or fees overdue for more than 60 days without payment.

6. Abide by the Law of Singapore.
C. Student’s Grievance Resolution Process

Note: Acknowledgement of complaint within 1-2 days. Investigation and resolution within 7-14 days.
D. General

1. KLC reserves the right to combine, transfer and dissolve any class at its discretion. KLC will make every effort to ensure that the quality of the courses is not compromised.

2. KLC reserves the right to take photos and video of the students during lessons for purpose of promotional materials.

3. Students should comply with the provisions of the Singapore Copyright Act (Chapter 63) when photocopying of KLC Library or study materials within KLC premises. Photocopying and reproducing from books, journals, periodicals, etc constitute infringements of copyright unless the acts fall within the exceptions.

The valid exceptions are those related to Research and Private Study purposes are explained below.

As a quantitative guideline, it allows copying of

- ONE copy of an article from a periodical, OR ONE copy of 2 or more articles on the same subject-matter from that periodical,

- ONE copy of not more than 10% of the total number of pages of a published work (if the work contains more than 10 pages), OR ONE copy of one chapter of the published work even if one chapter exceeds 10% of the total number of pages.
Appendices
Flow Chart for Coursework & Appeal

Note: Students must pass all units to complete the course. Retake of unit will only take place upon availability of the unit. Incomplete unit/s will be treated as deferment, please see page 6 for more details.
Flowchart for Teaching Practice/Practicum Supervision

Note: Students must pass all practicum to complete the course. Retake of unit will only take place upon availability of the unit. Incomplete unit/s will be treated as deferment, please see page 6 for more details.
KLC School of Education
Assignment Submission Form

1) Course Information
Course Title/Code:__________________________________________________________ Intake:__________

2) Unit Information
Unit Name:________________________________________________________________
Lecturer's Name:_________________________________________________ Due Date:___________

3) Student's Information (Individual)
Name:________________________________________________________________________
Student No:_________________________ Date of Submission:___________

4) Student's Information (Group)

<table>
<thead>
<tr>
<th>No.</th>
<th>Student Name</th>
<th>Student No.</th>
<th>No.</th>
<th>Student Name</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>4</td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>5</td>
<td>3</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Date of Submission: ______________

**DECLARATION**

I / We declare that NO part of this attached assignment has been copied from any other person’s work except where acknowledged in the text, and that no part of this assignment has been written for me by any other person.

Signature/s: 1) __________________ 2) __________________ 3) __________________
4) __________________ 5) __________________ 6) __________________

Date: __________________________

**Official Use:**

Received By:
Date:
KLC School of Education

Request for Extension of Time for Assignment

Student Name: _______________________________________    Student No: ___________

Course: _________________________________________    Intake No: ____________

Unit Title / Code: _____________________________________________________________

Lecturer: ___________________________________________________________________

Due Date: ______________    Extension Time Sought: __________

Grounds on which Extension is sought (tick box)

☐ Medical   (Medical Certificate must be attached)
☐ Work     (Letter from employer must be attached)
☐ Exceptional Family Circumstances  (A Statutory Declaration or other documentation must be attached)

(Applications without supporting documentation will not be considered)

Student’s Signature ___________________________    Date ______________________

For Official Use Only

Extension Granted: YES / NO

Extended Due Date: _____________________________

Copy Given to Student*: YES / NO

Remarks:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Lecturer’s Name and Signature ___________________________    Date ______________________

* This copy must be attached to your assignment.
KLC School of Education

Request for Deferment / Withdrawal / Transfer

Name: _______________________________  Student No: ____________

Course/Intake: ______________________________

Request:  □ Deferment  □ Withdrawal  □ Transfer

Reason for Deferment / Withdrawal / Transfer:
____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________

Supporting Documents Attached:       YES / NO

Unit/s Deferred: _____________________________  Due Date __________________________
____________________________________________
____________________________________________
____________________________________________

Student’s Signature  Date

=======================================================================

For Official Use Only

Request Granted:        YES / NO

Remarks:
____________________________________________
____________________________________________

Checked by: ____________________________  Checked by: ____________________________
    (Name / Signature)                     (Name / Signature)

Approved by: ________________  Approved by: ________________
    (Name / Signature)                     (Name / Signature)

Designation: ____________________________  Designation: ____________________________

Date: ____________________________  Date: ____________________________
Appendix 6

Appeal on Result/Retest Form

Name: ________________________________  Index No: _______________

Course: ________________________________  Intake No: _______________

Unit Title: ________________________________

Grades Awarded: ________________________________

Lecturer: ________________________________

Reasons for Appeal

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Signature of Student ___________________________ Date __________

Assessment Review

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Signature of Academic Head & Date ___________________________ Signature of Trainer & Date ___________________________
Recommendation

Signature of Academic Head & Date  Signature of Trainer & Date

For Official Use:

Date Received:________________________  Handled by (ops):________________________
Passed to Academic:___________________  Date: __________________________
Marked Assignment/s enclosed: * Yes / No
Date official letter to student:__________________________________________
Matter resolved: * Yes / No  If No:_____________ (Date of next course of action)
<table>
<thead>
<tr>
<th>Purpose of Fee</th>
<th>Amount (S$) and When Payable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal application fees, course transfer fees, late payment fees, replacement of student ID, re-taking examinations, failing a course, etc.</td>
<td></td>
</tr>
<tr>
<td>Administrative fee (to make up for unit missed due to personal reason)</td>
<td>200</td>
</tr>
<tr>
<td>Re-take module fee (due to failure- $10 per hour, depending on unit hours):</td>
<td></td>
</tr>
<tr>
<td>10 hours unit</td>
<td>100</td>
</tr>
<tr>
<td>12 hours unit</td>
<td>120</td>
</tr>
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</tr>
<tr>
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<td>400</td>
</tr>
<tr>
<td>Practicum</td>
<td>300</td>
</tr>
<tr>
<td>Supplementary Exam Fee (for those who failed 1st attempt)</td>
<td>50</td>
</tr>
<tr>
<td>Re-sit examination fee (for those who have missed the exam due to personal reason)</td>
<td>100</td>
</tr>
<tr>
<td>Re-submission of Assignment</td>
<td>80</td>
</tr>
<tr>
<td>Request for Additional Transcript</td>
<td>100</td>
</tr>
<tr>
<td>Request for Additional Certifying Letter</td>
<td>30</td>
</tr>
<tr>
<td>Request to check archive attendance record</td>
<td>100</td>
</tr>
</tbody>
</table>

1 Miscellaneous Fees refer to any non-compulsory and non-standard fees which the student will pay only when necessary or applicable. Such fees are normally collected on an ad-hoc basis by the PEI when the need arises.
Person of contact in event of emergency after office hours:

Angie Kwek 68589614
May Yee 68589604