

DIPLOMA IN EARLY CHILDHOOD DEVELOPMENT & EDUCATION

If you love interacting with children and a strong interest in early childhood education, then why not play an active role in shaping a child's growth with our Diploma in Early Childhood Development & Education (ECDE)? This course is conducted by the National Institute of Early Childhood Development (NIEC) in collaboration with Ngee Ann Polytechnic at the NIEC (NP) campus.

The qualification is recognised by the Early Childhood Development Agency (ECDA) for graduates to register and practise as a preschool teacher in Singapore. You will build a strong foundation in understanding child development, early childhood care and education for young children between the ages of 18 months and 6. There will also be opportunities for cross-campus learning through pursuing specific electives.

From the first year of study, you will go on weekly attachments at childcare centres, which means you get the chance to apply and hone your skills alongside experienced teachers. You will build a strong foundation in understanding child development, early childhood care and education for young children between the ages of 18 months and 6. There will also be opportunities for cross campus learning through pursuing specific electives.

In the second year, you will continue your field practicum while learning about the holistic development of a child, and curriculum planning and design. You will also learn how to encourage children to be curious learners and problem solvers.

In the final year, you will deepen your knowledge in your area of interest with a suite of electives such as Music & Dance for Young Children and Drama for Preschool Education or take up modules in the Early Intervention track. You may even choose to take up the 2D & 3D Art modules conducted at the NIEC (Temasek Polytechnic) campus (subject to terms and conditions). You will also put your skills and knowledge into practice when you go on a six-month internship at an early childhood centre.

Upon graduation, you will become a certified preschool teacher, ready to teach children aged between 18 months and 6! You can go on to upgrade your career through post-diploma programmes at NIEC, embark on a local degree programme with up to one-semester exemption (subject to terms and conditions).

YEAR 1 COURSE MODULES

LEVEL 1.1

Academic Writing & Presentation

The module focuses on critical thinking, academic writing as well as presentation and listening skills. The module aims to equip students with the skills for academic writing and presentation. Finding and evaluating academic sources, reading, note-taking, essay planning and writing and presentation skills will be developed in this module.

Career & Professional Preparation 1

This module gives students a foundational introduction to their three-year diploma course curriculum and how it prepares them for industry. It will help them to embark on their course with the end in mind, through guided reflection of their personal characteristics and producing an overall game plan for their future education and career goals. The module aims to deepen students' commitment to the sector that the course prepares them for.

Child Development 1

This module introduces students to research on brain developments and its implications on children's growth and learning. Early Years developmental milestones will be discussed with significant emphasis on birth to three years of age. Students will develop an understanding of the philosophy of infant and toddler care and development, and the Early Years Development Framework (EYDF). Theories of child development, with emphasis on Attachment theory, characteristic behaviours, and their implications on play and care-giving practices for families and in the infant care context will be covered. Students will also learn appropriate behaviour guidance and interaction strategies for this age group of children that are guided by observations and documentations.

Child Safety, Health & Socio-emotional Well-being

This module introduces policies and practices for establishing and maintaining a safe and healthy learning environment for educators and children in early childhood settings as they relate to the socio-emotional well-being of children. Students will understand the importance of nutritional adequacy and balanced meals for children's optimal growth. They will learn to identify early childhood illnesses and symptoms, engage in hygienic practices, and observe for signs of child abuse and address them professionally. Clinical practice will be included for students to learn how to manage the day-to-day care routines and transitions for children from infancy to the preschool years.

Motor Skills Development

This module equips students with the knowledge and skills to help young children develop perceptual, fine motor and fundamental movement skills consisting of locomotor, non-locomotor and object control skills in a safe environment. Students will learn to observe, plan, implement and facilitate fun, meaningful and age appropriate indoor and outdoor play activities and fundamental movement experiences using an integrated approach to learning.

Practicum 1

This practicum is for students to experience the practical aspects of working with young children in early childhood settings with focus on ages three plus and younger. It will support students' learning in the area of child development, observation of children in various contexts, safety, health, hygiene and nutrition matters and the learning environment for play. Students will be involved in daily routine care and taking on teacher-assistant roles. With observations and documentations, students will plan and implement learning experiences for an individual child. Students will also engage in reflective writing on their roles and interactions with children.

LEVEL 1.2

Aesthetics & Creative Expression

This module introduces students to an array of visual and performing arts and exposures for the appreciation of creative art forms. In addition, students will be introduced to progressive theories on Arts education to build firm foundations on the key roles the Arts play within early years settings. Theories related to aesthetic and creativity will also be introduced. Students will learn multiple approaches to engage young children in creative-arts expressions that are aesthetically rich and imaginative. Through both theory and experiential sessions, students will encounter the Arts first-hand and will design Arts experiences that are developmentally appropriate, meaningful and informed by practice.

Child Development 2

This module introduces the major theories in child development and their implications on practices in child-rearing and early care and education. The joint contributions of biology and environment to the various aspects of child development will be explored. Students will deepen their understanding of the holistic development of children through observation, recording and analysis of children's physical, cognitive, social and emotional growth and development. This understanding will help students link theory to practice and guide the planning of learning experiences and techniques for behaviour guidance. The six learning domains of the *Nurturing Early Learners Framework* will also be discussed.

IT Applications

This module develops the e-competencies by equipping students with the essential computing concepts and necessary skills to use computer applications for information research, organisation, collaboration and presentation.

Language & Literacy

This module introduces students to the theoretical and philosophical underpinnings of language and literacy development from birth to six years of age including trends and issues within a multicultural and multilingual society. Students will learn to design, organise and evaluate a literacy-rich environment that helps facilitate language and literacy development, and identify suitable prints and other media for reading activities to develop in young children an appreciation for a variety of children's literature. Students will also plan experiences for diverse learners, facilitate learning using appropriate techniques, assess children's progress and work with families to enhance children's language and literacy development.

Professional Communication 1

This module prepares students to communicate effectively in business settings. Students will learn both oral and written communication skills that demonstrate concepts of business communication principles, interpersonal skills

and intercultural skills. Topics such as proposal and report writing, elevator pitch and professional presentation will be covered.

Principles & Practices in Early Education

This module provides students with an overview of the historical development of early childhood care and education (ECCE), pedagogical principles and contemporary perspectives. Students will also gain an understanding of the different models of practices internationally including the Rights of the Child (UN-CRC) and how they relate to Singapore. ECCE development in the Singapore landscape; policies (of MSF, MOE and ECDA); curriculum frameworks like the Early Years Development Framework and the Nurturing Early Learners: A Curriculum Framework for Kindergartens in Singapore (NEL Framework), as well as SPARK certification that guide provisions of quality care and education and key stage outcomes will also be included. Play that is central to trends and research in ECCE will be explored in the context of how developmentally, culturally and individually appropriate it is as a mode for learning in young children from infancy to the preschool years.

The Professional & Reflective Practitioner

This module explores the various roles of an early childhood educator in working with children, families, other professionals and agencies in the community. A range of professional issues will be examined, including stages of professional development, practitioner competencies, continuing education, advocacy and personal growth plans which are aligned with the current early childhood landscape in Singapore. Students will learn communication and reflective skills and how to manage ethical issues in relation to working with children, colleagues and families taking reference from the Code of Ethics for Early Childhood Professionals by AECES. Students will also be equipped to understand self and reflect on personal preferences and style; develop interpersonal skills and enhance personal effectiveness through self-mentoring.

YEAR 1 COURSE CURRICULUM

Module Name	Credit Units
Level 1.1 (25 hours per week)	
Academic Writing & Presentation	4
Career and Professional Preparation 1	1
Child Development 1	4
Child Safety, Health & Socio-emotional Well-Being	4
Health & Wellness [^]	1
Motor Skills Development	4
Practicum 1	7
Level 1.2 (27 hours per week)	
Aesthetics & Creative Expression	4
Child Development 2	4
IT Applications	4
Language & Literacy	4
Professional Communication 1	3
Principles & Practices in Early Education	4
The Professional & Reflective Practitioner	4

Notes:

[^] For more details on Interdisciplinary Studies (IS) electives, please log on to www.np.edu.sg/is

IS Modules

The School of Interdisciplinary Studies (IS) delivers a broad-based curriculum, which nurtures a new generation of professionals with multidisciplinary skills and an innovative and entrepreneurial spirit to meet the challenges of a knowledge economy. IS offers both prescribed modules and electives to challenge boundaries. Prescribed modules develop students' competencies in core areas such as Communication, Innovation and Enterprise, Culture and Communication, and Personal Mastery and Development, while elective modules provide insights into Arts and Humanities, Business, Design, and Science and Technology.

LEVEL 2.1

Discovery of the World

This module provides an overview of how young children make sense of the world they live in and how they acquire knowledge and concepts. The scope of Science, environment awareness, technology in everyday life and learning, the Social Sciences, and culture and heritage, will also be covered. Students will learn to use the Constructivist approach to teaching, engage in field exploration and set up discovery corners. Teaching techniques that support enquiry and independent learning in children will be covered. In addition, developmentally and culturally appropriate learning goals and experiences for children from birth to six years of age will be addressed.

Early Numeracy

This module examines the theoretical framework which underpins young children's learning of mathematics. Students will be introduced to the principles, knowledge and skills required to plan, implement and evaluate learning experiences that lay the foundations for children to become problem solvers and abstract thinkers. Students will learn to choose developmentally appropriate materials and resources, set up a mathematically rich environment, use teaching techniques to nurture children's mathematical thinking and assess their learning. The use of technology and integration of numeracy in the other learning domains will also be emphasised.

Professional Communication 2

This module prepares students to write effective cover letters and resumes. Preparation and enhancement of portfolio to meet professional standard as well as development of presentation skills, and improvement of job-seeking techniques will also be covered in the module.

Social Emotional Learning

This module equips students with the theoretical knowledge and pedagogical skills to nurture social-emotional competencies and positive values necessary for character formation in young children. It also addresses the role of teachers in modelling good character traits, in helping children develop self-awareness and self-management skills for their emotional well-being as well as social competence to build strong interpersonal relationships. Students will also take reference from the six learning dispositions (PRAISE) and use children's picture books to promote positive values, pro-social behaviour, and understanding of self and others; and integrate social emotional learning across the curriculum.

Working with the Exceptional Child

This module introduces students to various exceptional needs in young children including physical, cognitive, behavioural, emotional and sensory characteristics that make them different. Trends and issues in relation to inclusive practices and policies will be covered. Students will learn about their roles in an inclusive learning environment, design of individualised learning plans and communication with families. Students will also explore community resources and professionals that provide support for children with additional needs.

LEVEL 2.2

Curriculum Planning & Implementation

This module provides students with the knowledge and skills for planning, implementing and evaluating developmentally appropriate curriculum for children from birth to three, and from three plus to six years of age. Students will take reference from the Early Years Development Framework and the MOE's refreshed Kindergarten Curriculum Framework to explore the scope and process of integrating learning areas and learning dispositions. Philosophies and beliefs, theoretical underpinnings of how children learn and develop that are fundamental to the meaning of curriculum will be discussed. The supporting environment, types of learning activities, role of the educator and different facilitation techniques will also be thoughtfully considered.

Effective Learning Environment for Young Children

This module equips students with the principles to design conducive learning environments to support play and learning for children from birth to six years of age, noting that the conditions in the environment also affect their behaviour. Students will also learn to set up appropriate learning areas to enhance the physical, cognitive and social and emotional development of children. The selection of print and non-print materials, use of technology and the role of the educator will also be covered.

School of Humanities & Social Sciences

Practicum 2

This practicum is for students to relate to practical aspects of working with children from three plus to six years of age in early childhood settings. Besides taking on teacher-assistant roles, the focus will be on setting up or reviewing the learning corners, engagement and facilitation in small group play and activities, as well as large/whole group teaching. Students will learn to plan a series of structured and unstructured sequential learning experiences for children according to the topic/theme of the practicum centre. The interests, needs and abilities of the group of children, the use of the environment and classroom management are considerations for planning. An integrated approach to the design and implementation of learning experiences that supports the six learning domains of the NEL Framework with the aim of enhancing and challenging children's desire to explore, experiment and discover in a safe environment will be emphasised. Students will also engage in reflective writing on their roles as a professional early educator and their interactions with children.

YEAR 2 COURSE CURRICULUM

Module Name	Credit Units
Level 2.1 (20 hours per week)	
Discovery of the World	4
Early Numeracy	4
Professional Communication 2	2
Social Emotional Learning	4
Working with the Exceptional Child	4
World Issues: A Singapore Perspective [^]	2
Level 2.2 (21 hours per week)	
Curriculum Planning & Implementation	4
Effective Learning Environment for Young Children	4
Practicum 2	13

Notes:

[^] For more details on Interdisciplinary Studies (IS) electives, please log on to www.np.edu.sg/is

IS Modules

The School of Interdisciplinary Studies (IS) delivers a broad-based curriculum, which nurtures a new generation of professionals with multidisciplinary skills and an innovative and entrepreneurial spirit to meet the challenges of a knowledge economy. IS offers both prescribed modules and electives to challenge boundaries. Prescribed modules develop students' competencies in core areas such as Communication, Innovation and Enterprise, Culture and Communication, and Personal Mastery and Development, while elective modules provide insights into Arts and Humanities, Business, Design, and Science and Technology.

YEAR 3 COURSE MODULES

LEVEL 3.1

COMMON MODULES

Family & Community Partnership

This module equips students with the knowledge of family structure and dynamics in Singapore. Skills in communicating with families, with the understanding of interdependence between early years' educational setting and families will be addressed. Models of family involvement will be explored, with a focus on interacting respectfully with diverse family groups and tapping on community resources for the education children.

Professional Communication 3

This module equips students with personal grooming skills required in a professional setting. Students will be taught grooming and social etiquette as well as appropriate dressing. Other topics include personal hygiene, making small talk and handling difficult conversations.

EARLY INTERVENTION SPECIALISATION

Assessment of Young Children

This module provides an overview of the skills and techniques used to identify and assess learning, behavioural, psycho-social and communication needs in young children with special needs or those who are at risk of developing learning and behavioural challenges. Students will be introduced to an array of assessment tools to help them understand children and be able to develop appropriate IEP goals. The cycle of assessing, planning, implementing, monitoring, reflecting and reassessing will be addressed.

Childhood Disorders & Disabilities

In this module, students will learn about the genetic and ecological risk factors contributing to different types of disabilities. Definitions and presenting symptoms of disabilities including physical, sensory, intellectual and learning disabilities are discussed. Typical child development and how characteristics of children with disabilities impact their overall development will also be examined.

Early Intervention & Teaching Approaches

This module introduces students to the development of the Individualised Educational Plan (IEP) – a systematic plan that describes and prescribes the learning needs for the exceptional child. Students will also be introduced to a variety of activity-based strategies to help children with special needs develop language, literacy, social and functional skills as well as methods to manage their behaviours.

ELECTIVE MODULE SPECIALISATION (CHOOSE ANY TWO)

Assessment & Differentiated Instructions

This module builds on the understanding of diverse family circumstances children come from. It then provides an overview of the skills and techniques to identify, assess and support learning, behavioural, psycho-social and communication needs in young children who are at risk of developing learning and behavioural challenges. Using the linked system of assessment, planning, implementation, monitoring and evaluation, students will be introduced to an array of assessment tools and the approaches involved in differentiating instructions to address specific needs of children in a preschool setting.

Capstone Project

This module brings the students through the experience of developing, implementing and presenting a project which is intended to improve teaching practice and/or benefit the community. The project will allow students to demonstrate interdisciplinary knowledge, investigative skills and their character traits and values. Students will learn to write project proposals, make decisions, solve problems and think critically.

Children's Literature

This module introduces students to children's literature and how it has reflected cultural, social and ideological

Official (Closed) - Non Sensitive

School of Humanities & Social Sciences

change. Students will examine the ways in which the child has been depicted in literature, learn to appreciate and critique different genre of children's books and be able to select age-appropriate books for young children. A study of children's television and drama is included.

Drama for Preschool Education

This module develops students' critical thinking, imagination and creative expressions; to discover and value themselves, seek novel experiences and be open to new ideas. Students will learn to plan and implement drama experiences for young children to guide them in developing confidence, empathy, appropriate communication, and good oratory and literacy skills.

Issues & Trends in Early Intervention

This module introduces students to the field of early intervention (special needs) in both inclusive and specialised settings for children from birth to eight years. Students will examine the definitions, approaches and the inter- and multi-disciplinary services of early intervention in Singapore and internationally. Different theoretical perspectives, trends and latest developments will be examined. Policies and advocacy will be discussed, and students will explore issues related to suitable placements for young children with special needs.

Music & Dance for Young Children

This module equips students with the essential pedagogical knowledge and practical skills relevant to the various aspects of music and dance experiences for young children. Students will learn to plan and facilitate activity-based lessons that include music and dance, aural skills, sight singing, body movements, playing with rhythm and beats, through the use of various musical instruments.

Teaching Literacy to Diverse Learners

This module builds on the knowledge gained in Language & Literacy and prepares students to apply effective instructional methods for the teaching of reading, writing and speaking English. The module also addresses the needs of diverse learners in terms of their abilities, cultural, racial and linguistic differences, and considers the linguistic development of learners from differing backgrounds.

Differentiated strategies will be introduced to cater for learners' varying needs and addressing issues in language acquisition. Creative planning with an amalgamation of language arts techniques in the area of music and movement, storytelling, dramatic arts and children's literature, and the employment of technology in literacy teaching will be included, to cater for the diverse needs of these learners.

2D & 3D Art[^]

This module introduces students to the concept and practice of two- and three-dimensional representation and expression. In-depth studio practice and art critique sessions will give students the opportunity to acquire sound understanding of the use of art concepts and medium in effective and expressive representation. Additionally, meaningful art making plays an important role in promoting intellectual and emotional development in children and as such, pedagogical issues of facilitating artistic and aesthetic growth for the early years will be addressed.

[^]2D and 3D Art is an elective conducted at the NIEC (Temasek Polytechnic) campus. Availability of this module is subject to prevailing terms and conditions. For updates, log on to www.niec.edu.sg

LEVEL 3.2

Student Internship Programme

The Internship Programme, with professional practitioners acting as mentors, enable students to acquire the work experience needed for their chosen areas of interest. The organisations involved are selected for their capacity to allow students to learn different aspects of work in the early childhood industry. The students' learning outcomes are assessed by their respective internship mentors and NIEC supervisors. Students could also work closely with staff in the early childhood centres on projects that will benefit children, families and the community.

YEAR 3 COURSE CURRICULUM

Module Name	Credit Units
Level 3.1 (22 hours per week)	
Early Intervention Specialisation	
Assessment of Young Children	4
Childhood Disorders & Disabilities	4
Early Intervention & Teaching Approaches	4
Family & Community Partnership	4
Professional Communication 3	2
Project ID: Connecting the Dots [^]	4
Level 3.1 (18 hours per week)	
Family & Community Partnership	4
Professional Communication 3	2
Project ID: Connecting the Dots [^]	4
Elective Module Specialisation (choose any two)	
Assessment & Differentiated Instructions	4
Capstone Project	4
Children's Literature	4
Drama for Preschool Education	4
Issues & Trends in Early Intervention	4
Music & Dance for Young Children	4
Teaching Literacy to Diverse Learners	4
2D & 3D Art [#]	4
Level 3.2 (22 hours per week)	
Student Internship Programme	22

Notes:

[^] For more details on Interdisciplinary Studies (IS) electives, please log on to www.np.edu.sg/is

[#] 2D and 3D Art is an elective conducted at the NIEC (Temasek Polytechnic) campus. Availability of this module is subject to prevailing terms and conditions. For updates, please log on to www.niec.edu.sg

IS Modules

The School of Interdisciplinary Studies (IS) delivers a broad-based curriculum, which nurtures a new generation of professionals with multidisciplinary skills and an innovative and entrepreneurial spirit to meet the challenges of a knowledge economy. IS offers both prescribed modules and electives to challenge boundaries. Prescribed modules develop students' competencies in core areas such as Communication, Innovation and Enterprise, Culture and Communication, and Personal Mastery and Development, while elective modules provide insights into Arts and Humanities, Business, Design, and Science and Technology.