

WSQ Advanced Certificate in Early Years

	Module Name		Module Synopsis
1	ECE031 Overview and Introduction to Early Years Landscape in Singapore (EYDF)		<p>The EYDF training programme is offered to educators of infants, toddlers and nursery children.</p> <p>The purpose of this 16-hour training programme is to help early childhood educators become familiarised with the Framework so they can translate its principles and desired outcomes into good practices at child care centres, to support the overall development of children aged 3 and below.</p>
2	Principles and Practices in Early Years Care, Development and Learning	Developmental Perspectives in Early Years	<p>The care and education in Early Years is an important sector today. Quality care and education is vital in the growth and development of children aged 2 months to 3 years. These infants, toddlers and nursery children have specific developmental needs that must be met with developmentally and culturally appropriate experiences. It is also essential to strengthen home-centre partnerships and foster community development while enhancing one's professional growth. This module focuses on principles and practices involved in the early years development to provide an overview of developmental perspectives on early years care, development and learning. It will also impart philosophies and pedagogical approaches, policies and guidelines for working in early years including curriculum framework for the learners to be effective and affective practitioners.</p>
		Child Development Studies	<p>This module will give learners an introduction to child development as an area of study which includes the main child development theories.</p>
		Culturally and Developmentally Appropriate Practices	<p>Group Care for early years has been an on-going local concern regarding the value and standard of care in centre-based child care services for very young children infants from birth to three years. The notion of group care implies the care of children by adults,</p>

			<p>hopefully trained, who manage tasks with the division of each day into predetermined routines to promote a sense of routine and order. The image of protective care for children that endorsed children as passive and dependent on adults for their wellbeing is already the past. The image of group care for young children has been transformed with the professionalization of care in early childhood education and care (ECEC) services in Singapore.</p>
3	Programme Planning and Pedagogy	Pedagogy of Care in Early Years	<p>The programme and curriculum for young children very rich in patterns and routines. Research has demonstrated that the child's brain is a pattern detector; it works best when processing takes place in the context of relationships. Thus, in an emotionally sustaining environment where educators are sensitive, responsive and respectful, children get the best possible start towards fulfilling their potential. This module is all about the need for educators to be responsive to the naturally occurring actions of young children and be aware of the nature of early development in order to better plan and implement strategies to enhance these developments. It also includes the provisions for consistency in educate patterns and routines within the group care setting that shape the behaviour of young children. The joy of participation in a communication process with nurturing educators helps children to learn patterns of social interactions, as well as expanding language skills.</p>
		Holistic Experiences for Early Years Development	<p>"Early years are learning years." This statement has been echoed among Early Childhood Care & Education experts and practitioners. Early learning and development has gained much attention recently because many studies have shown its potential influence on children's later learning and achievements. This unit explores the pedagogical sphere of the Early Years programme. It will bring learners through the various dimensions and highlights of the early learning experiences and equip them the necessary skills in planning and executing</p>

			holistic learning experiences for children from birth to 3 years.
		Observing, Planning and Implementing Appropriate Experiences in Early Years	As observations are a key element to a child's learning journey, this module introduces the learners to observation and appraisal of children's behaviour. It examines different observation techniques and how these tools could be used effectively to examine young children's learning and development in the early years of life (birth – 3 years old). The advantages and disadvantages of each observation methods will be discussed to help the Learners identify the appropriate observation methods to use during different situations.
4	The Early Years Environment		The physical environment of an early years care and education facility is very critical to its programme. Young children grow, develop, and learn best in a nurturing environment where they feel safe, cognitively challenged, motivated, empowered, and emotionally connected. We believe that the environment gives important messages and cues to children as they explore it daily. It is important that the educators are aware of how and what their learning and caring environments "speaks" to the young children. The organisation of space can affect the behaviour of people in it, and influence the learning and well-being of children. Therefore, the early years educators must consider how to organise space and equipment to support and promote the developmental needs of infants, toddlers and young children in a comfortable, safe and inviting learning and caring environment.
5	Personal Growth and Professional Development		This module aims to help learners develop personal strength in terms of inter-personal and communication skills which enhances their professional role and foster a positive sense of identity and an increased level of self-confidence. It encourages learners to engage in reflective and creative learning and thinking.
6	Partnership with Families	Partnership with Families	This module will provide learners with an understanding of the importance of building partnership with Families. Learners will

	and the Community		explore ways on how to strengthen relationship between home and centre/kindergarten.
		Partnership with the Community	This module will provide learners with an understanding of the importance of building partnership with the Community. Learners will explore ways on how to strengthen relationship between the centre/kindergarten and how to develop a community network.
7	Health, Safety and Well-being	Mental Health and Emotional Wellbeing	This module focuses on management of children in the areas of mental health and emotional wellbeing. It equips learners with basic skills and knowledge in understanding and detecting child abuse and neglect.
		Health, Hygiene, Safety and Nutrition Practices	This module focuses on management of children in the areas of nutrition, health, hygiene and safety. It equips learners with basic skills and knowledge in first aid and emergency management.
8	Professional Placement		This practicum strand is intended to provide educarers with opportunities to undergo practical experience in infant care/child care centre setting. They will apply child development theories and principles in their respective work settings guided by experienced mentors and field supervisors. They will be actively involved in real classroom setting and explore various methodologies to improve teaching practices. Educarers will also collaborate with the teachers and parents in the infant care/child care centre to ensure that the learning experiences and environments for the children are also interesting, meaningful and wholesome.

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