



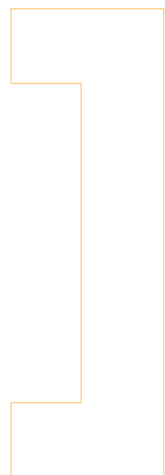
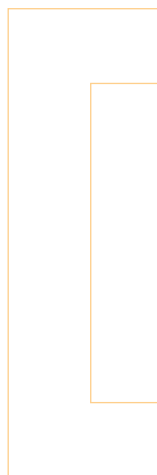
## **Diploma in Early Childhood Care and Education – Teaching (English)**

### **WSQ Professional Diploma in Early Childhood Care and Education (PDECCE)**

Accredited by the Ministry of Education - Ministry of Community Development, Youth and Sports Pre-school Qualification Accreditation Committee (MOE-MCYS PQAC) and Singapore Workforce Skills Qualifications (WSQ)

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# SEED Institute

## Shaping the growth of Future Generations

SEED Institute was built upon a vision to give children the best head-start possible, by equipping early childhood professionals to provide the best possible care and education to young children.

Our single-minded belief in the importance of early education is expressed in a saying that is shared with every student in the Institute: “All the flowers of all the tomorrows are in the seeds of today.” This is why we spare no effort to uphold the highest training standards, with our students enjoying the finest teaching and support from leading experts in early childhood education. We actively partner with world-class organisations, enabling our graduates to learn from leading practices around the world.

If teaching and nurturing young children is your calling, SEED Institute has all it takes to equip you with the skills and knowledge you need to be a true professional. Join us, as we sow the seeds of a better tomorrow for the children of today!


## About SEED Institute

SEED Institute was formerly known as the Regional Training and Resource Centre in Early Childhood Care and Education for Asia (RTRC Asia). It was set up in 1989 by the NTUC, in collaboration with the Bernard van Leer Foundation, a Dutch private philanthropic foundation that funds and shares knowledge about work in early childhood development.

Since our inception, SEED Institute has been working to enhance the quality of care and education of young children by training and supporting early childhood professionals. It is recognized as the pioneer in early childhood education training in Singapore.

Today, we continue to lead the ECE field by offering comprehensive training and continuing education of the highest quality. The following programmes, accreditations and partnerships further reaffirms the Institute’s leadership position as an early childhood training institute:

- Full range of certificate and diploma programmes accredited by the Pre-school Qualification Accreditation Committee (MOE-MCYS PQAC).
- Appointed by Singapore Workforce Development Agency as Singapore’s first private Continuing Education and Training Centre (CET) for the early childhood sector.
- Partnership with top foreign universities such as Wheelock College, USA and the University of South Australia for Bachelor and Masters programmes.

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- First full-time diploma and degree programmes in early childhood in collaboration with Ngee Ann Polytechnic.
  - Partnership with UNICEF and PLAN International, conducting customized training programmes for early childhood educators from the ASEAN and Asia Pacific regions through the Singapore Co-operation Plan (SCP) of the Ministry of Foreign Affairs.
  - Appointed host of the first Secretariat base for the Asia-Pacific Regional Network for Early Childhood (ARNEC) in May 2009, based on our “strong dedication to capacity development in the care and education of young children”.

## Vision

A joyful and inspiring early learning experience for all, that fulfils the promise of each child.

## Mission

We inspire early childhood professionals to excel in practice and achieve their best for each child.

We do this by:

- Setting the highest standards for the development of ECE practitioners.
- Teaching, mentoring and coaching ECE professionals.
- Leading, developing and encouraging best practices in ECE.
- Supporting continuous learning among ECE practitioners.

## Learning from the Very Best

High quality training must begin with high quality trainers, and SEED Institute offers you the advantage of the largest multi-disciplinary team of full time trainers, each backed by years of early childhood experience garnered through working with children, parents and the community. We handpick every one of our trainers, choosing only those who are highly qualified. Each trainer is either a Masters or Ph.D. holder.

Our teaching faculty’s professional experience spans teaching and supervision in early childhood programmes, including specialised areas such as special needs education, parent education and social work. Placing top priority on the welfare of our students, they teach with a holistic, student-centered approach that emphasises on caring for the well being of each and every student.



committed to **research**,  
professionalism and innovation

Today, we continue to lead the ECE field by offering comprehensive training and continuing education of the highest quality



## Centres of Excellence

Our programmes are offered through five Centres of Excellence. Building on our strong foundation in the early childhood field, these centres focus our energies and ensure that our programmes are always current, relevant, and at the forefront of the industry.

### **Centre for Research and Best Practices**

Leading the way by continuous innovation, thereby raising quality and standards.

### **Centre for Continuing Professional Development**

Developing industry-relevant courses that are accredited and recognised both locally and internationally.

### **Centre for Higher Education**

Offering alternative pathways of learning for greater expertise in practice.

### **Centre for Professional Qualifications**

Meeting the industry's need for qualified teachers.

### **Centre for Regional Outreach**

Bringing quality training and practices of early childhood education to the region.

***Our town campus, equipped with state-of-the-art facilities, is purpose-designed to enhance their learning journey with us.***

## Reading the Story of Your Success

One of our greatest assets that benefit our students extensively is the SEED Institute Library. It is well-known for its extensive collection of books for the field of early childhood care and education. Updated regularly to keep up with the latest developments, it offers our students access to more than 8,000 titles comprising textbooks, manuals, resource books, current periodicals, regional publications, journals, online publications and children's literature.

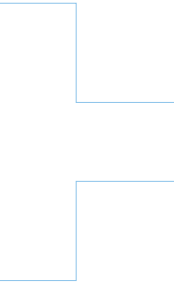
To better meet your needs, the Library is also equipped with all the latest IT capabilities. It allows every user to enjoy the full benefits of current and relevant information. An integrated SPYDUS system allows students to easily access the library search directory. Computers and Internet access are available for online research purposes, coupled with convenient printing and photocopying facilities. The library also provides a conducive environment for study and discussion, with specially designated study areas for students.

## A Classroom with a Difference

How we teach you will determine how good you become. SEED Institute provides a practice-oriented approach to learning, in which students are encouraged to turn knowledge acquired into actual practice. As we believe that you can learn from one another on your learning journey, we promote student discussions and sharing of experiences to encourage reflective learning. Our curriculum demonstrates a depth of content that will equip and empower you to be "agents of change" in the early childhood industry, both at home and in the workplace. With the seamless continuity of our courses from Certificate, Diploma to Degree programmes as well as Continuing Professional Development programmes, you will keep abreast of the latest in childhood education and maximise your professional competency and relevance.



**SEED Institute Library is well-known for its extensive collection of books for the field of early childhood care and education**



# Diploma in Early Childhood Care and Education – Teaching (English) / WSQ Professional Diploma in Early Childhood Care and Education (PDECCE)

## Course Description

This course is equivalent to the Diploma in Early Childhood Care and Education - Teaching (DECCE-T) under MOE/MCYS PQAC guidelines and it is a 1200-hour programme. Upon successful completion of the programme, graduates will be awarded with a diploma from SEED Institute. Students who earn the diploma will be eligible to apply to continue their education towards a Bachelor degree at Wheelock College or other tertiary institutions in the US or Australia.

They will also be awarded the WSQ Professional Diploma in Early Childhood Care and Education (PDECCE).

## About Singapore Workforce Skills Qualifications (WSQ)

WSQ, or the Singapore Workforce Skills Qualifications, is a national credentialing system that trains, develops, assesses and recognises adult workers for competencies they need to stay employable. Based on standards developed by the Singapore Workforce Development Agency (WDA) and various industry partners, WSQ ensures workers acquire skills needed by employers at the workplace. With clear progression pathways, workers can also use WSQ to upgrade their skills and advance in their careers. The quality of WSQ is assured by WDA, from the development of competency standards, accreditation of training providers to the award of its qualifications.

## Objectives

- Enable trainees to transfer educational/child developmental theories into practice which provide wide-ranging, multi-media and developmentally-appropriate learning experiences to young children
- Enable trainees to be skilful in observation and to apply their knowledge of child development to designing a learning environment that meets the needs of each individual child
- Present to trainees with a variety of early childhood approaches which facilitate a creative and developmentally appropriate curriculum
- Enable trainees to collaborate with fellow colleagues, parents and other professionals in supporting children's cognitive and affective development
- Help trainees design, implement and evaluate learning environment and activities based on the curriculum framework and desired outcomes of pre-school education

## Structure

The full time course duration is about 20 months; the part time course duration is about 36 months. Students are required to complete 900 classroom hours and 300 practicum hours.

## Course Content

Modules	Synopsis
<b>Principles and Practices in Early Childhood Care and Education</b>	<p>This module provides an overview of the development of and perspectives on early childhood care and education. Students will gain an in-depth understanding of historical and current philosophical perspectives of early childhood care and education. Their study will include identifying various appropriate practices for local and global early childhood care and education and the Rights of the Child (UN-CRC).</p>
<b>Human Growth and Development, 0-8 Years</b>	<p>The module on Human Growth and Development (HGD) is devoted to the study of children from infancy to the onset of formal schooling. Students will study infants and toddlers, and proceed to examine preschool children both at home and at school.</p> <p>The emphasis of the module is on the development of young children in all major areas of functioning, including their physical, cognitive, social and emotional development. Students will describe typical children at different points in development in terms of their characteristics, feelings, thoughts and observable behaviours.</p> <p>Also, various theories in child development will be introduced to help students understand how these theories have influenced thinking about children's development. In addition, formal observation and recording techniques are used to interpret and analyze their behaviours.</p>
<b>Infant and Toddler Behaviour and Development</b>	<p>This module examines the theoretical and empirical research and practical experience relating to the first three years of life in different perspectives. The chronological sequence of development in terms of physical, social/emotional, cognitive, and language development will be discussed. In addition, the developmental, programming and family needs/advocacy issues such as parent/child interactions, attachments, teacher/child interactions, parenting concerns, culturally and developmentally appropriate programmes, care-giving curriculum and play development will be addressed.</p>
<b>Inclusionary Practices for Educating Exceptional Children</b>	<p>This module examines the trend of the increased number of children with special needs enrolling into regular preschools and mainstream school classes, necessitating closer collaboration between teachers trained in special education and those teaching mainstream classes. The content coverage provides regular classroom teachers with the knowledge and skills which were traditionally seen as belonging to special educators and/or paraprofessionals. Students will acquire the necessary skills and knowledge to adapt and modify programmes to cater for the inclusion of all children.</p>

## Modules

## Synopsis

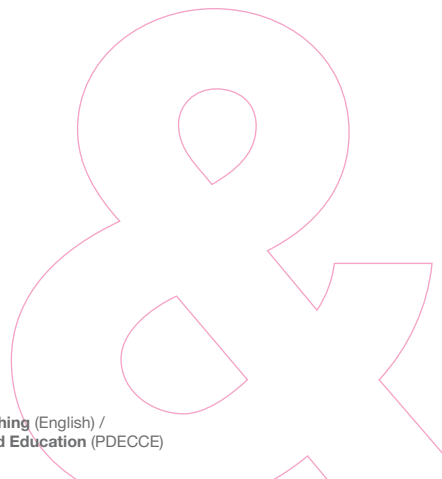
### **Visual and Performing Arts for Young Children**

This module is designed to help candidates provide Creative Arts experiences for young children from 2 to 8 years old. Students will encounter a variety of music and art experiences such as singing, playing percussion instruments, listening to music, moving to music (dance), dramatization, drawing, painting and other visual arts activities like craftwork. Through these experiences, students will be empowered to create an interesting and effective environment to foster the growth of creative potential in every child. In addition, the students will also gain the necessary knowledge and skills to plan and implement age appropriate activities for young children.

Students will also experience a specific musical/art form in more depth, giving them the confidence to express their creativity and artistic potentials more naturally, and grooming them to become a skilful early childhood practitioner in the arts.

### **Environmental Awareness**

The module examines the environment that surrounds us, and introduces students to the scientific, sociological, historical and geographical world which is an important and integral part of education for young children to help them make sense of the world that they live in. Emphasis is given to three critical facets of approach to this knowledge and understanding. They include: processes, concepts and content. Discussion will focus on the how the philosophy and goals of the Constructivists' approach and its teaching strategies guide the way children construct knowledge. The module also identifies processes of learning, and helps students plan developmentally appropriate environment/science goals and activities for pre-schoolers aged 3+ - 6 years. Through the experiential environmental awareness activities conducted in class, students will analyse the philosophy, environment and the pedagogy required to help children develop self-directed inquiry skills as well as foster creative communication techniques.



Modules	Synopsis
<b>Curriculum for Early Childhood Care and Education</b>	<p>In this module, students will plan, implement, and evaluate developmentally appropriate preschool programmes for children ages 3-5. Topics will include:</p> <p>Standards and practices of an early childhood developmentally appropriate curriculum;</p> <p>Designing and developing an early childhood curriculum to meet the range of children's needs and interest in a kindergarten/childcare classroom setting;</p> <p>Different models of early childhood curriculum and programmes;</p> <p>The role of play in young children's learning and its implications in designing early learning experiences; and</p> <p>The role of the teacher in promoting young children's learning.</p>
<b>Language Arts in the Early Years</b>	<p>This subject provides a detailed understanding of the components of language arts and how they are incorporated in the development of language and literacy acquisition in young children. Language development will be explored with reference to psychological theories such as learning theory, Nativist theory, cognitive developmental, Social Interactional theories and their more recent modifications. The subject will raise students' awareness to the current international research on emergent literacy and how care givers can design a nurturing environment to develop children's reading and writing and skills for future school readiness. Students will understand the literary elements of choosing appropriate children's literature. They will also understand the concept of biliteracy, that is, the use of more than one language and the role of media literacy in language development.</p> <p>Topics to be covered include the child's developing phonological, awareness, the developmental stages of writing and reading in young children, the importance of invented spelling, incorporating language and literacy in the setting up of learning environments and how teachers can integrate language arts experiences into other areas of learning such as Numeracy, aesthetic and creative movements and self and social awareness.</p> <p>The role of the family in literacy development- Home – School partnership for literacy development- the subject will also include the current developments of performance assessment and the importance of including various assessment strategies of performance assessment to evaluate children's language and literacy development.</p>

Modules	Synopsis
<p><b>Play and the Young Child</b></p>	<p>This module examines the importance of play in the early childhood curriculum and the theories and perspectives underlying the development of play in terms of physical, social/emotional, and cognitive development. It will address the role of teacher in observation, facilitation and assessment of play strategies and activities for young children. The preparation of play environments, selection of toys and equipment will also be discussed.</p>
<p><b>Developing Self and Social Awareness</b></p>	<p>This module is designed to help students understand the importance of helping children develop a positive regard for themselves as they respond to different changes and situations in their world. Students will also acquire theoretical knowledge and examine the perspectives underlying the development of social competence and coping skills that will help children manage stress. It will also address the role that the teacher plays in helping children develop prosocial behaviour as they begin to understand and manage their emotions. Students will examine, determine and develop appropriate strategies and activities to promote social competence in young children and help them build coping mechanisms to manage changes and stress that they may encounter.</p>
<p><b>Designing Preschool Learning Environments</b></p>	<p>This module focuses on developing a process of designing a developmentally appropriate learning environment for young children. Participants will redesign the space in their own center as a result of addressing issues related to how, what and where children learn. Participants will be expected to select, organize, create and evaluate educational materials and environments for children.</p>
<p><b>Mathematics for the Young Child</b></p>	<p>The module explores the mathematical content and methodology for teaching mathematics. The emphasis is 2-tiered:</p> <ul style="list-style-type: none"> <li>- Working out a sequential mathematical curriculum content appropriate for our local preschoolers aged 3 to 6 years; and</li> <li>- Adopting teaching methodologies that nurture children's mathematical thinking, helping them to become problem solvers and abstract thinkers.</li> </ul> <p>The module will review the pre-school math curriculum based on the National Council of Teachers of Mathematics (NCTM) curriculum standards from USA and the New Math approach adopted in Singapore's primary schools. It will discuss the theoretical framework of how children learn mathematics; set up a math environment and examine assessment strategies appropriate for specific age groups.</p>



**Participants will redesign the space in their own center as a result of addressing issues related to how, what and where children learn**

## Modules

## Synopsis

### **Sports and Fitness for Young Children**

This module focuses on equipping students with the following knowledge and skills:

Understand that physical play and sports provide preschoolers with regular physical activity, something many kids don't get enough of these days. Sports can also help young children learn about social skills, motor skills, teamwork, fair play and persistence. For many children, their experience in sports at childcare and kindergarten is their first interaction with somebody other than their family members;

Provide a safe and structured sports environment is a great way to make friends and get some exercise. Young children also learn about taking turns, standing in line and playing safely;

Understand and be able to employ child-centered methodologies and instructional strategies to promote the development of both fine and gross motor skills through movement and simple sports-related activities; and

Basic skills for observing movement patterns and plan activities and experiences to promote development of appropriate motor skills.

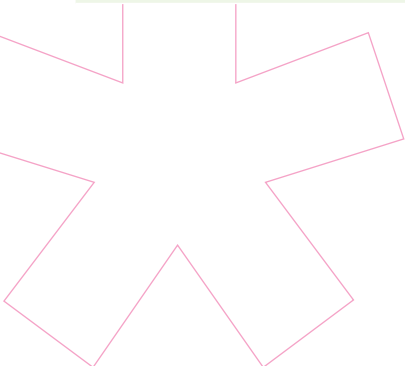
### **Design and Technology as Teaching and Learning Tools**

Students will learn to select developmentally appropriate and culturally diverse learning and teaching materials for use in the early childhood classroom. They will be guided on the range of options available for them to use non-print materials and resources (photography, online learning, video recordings, internet, CD-Roms, etc.) for teaching, learning, documenting and reporting of children's progress and development. Opportunities will be provided for students to prepare creative prints, media and other materials for classroom displays and use ICT as a learning and teaching tool.

### **English Language Studies and Academic Writing**

The module helps the students understand the functions of language in different contexts and provide them with the rules of the English language in terms to the theory of language structure, meaning and grammar use. In addition, students are equipped with the skills to write effective summaries, abstracts and reports. For the purpose of course, students will be guided through the process of academic writing, in particular the adherence to the APA style of citations and referencing.

Modules	Synopsis
<b>Personal and Professional Development in Early Childhood Settings</b>	<p>This module is designed for students to gain awareness in self-development and professional development. In this module, students will explore issues and challenges in personal and professional lives and be prepared for the challenges. Students will also learn to acquire skills in effective communication, reflective practices and developing professional portfolio.</p>
<b>Safety, Health and Nutrition</b>	<p>This module is designed to help students understand the information on the basic needs on nutrition and health for young children, to understand the principles and applications of first aid, symptoms and signs of common childhood illnesses, how to provide for their nutritional needs and how to respond to situations of illnesses and accidents. It also addresses the issues of child abuse and how to detect child abuse.</p>
<b>Partnership with Families and the Community</b>	<p>This module explores the dynamics of families and their role in an evolving society. Students will have an understanding of the interdependence between home and school. Both schools and families share the responsibility of increasing every child's motivation and success in school. It emphasizes using different approaches and strategies for building bridges between the home and school. Students will explore different models and strategies to help them develop their home-school partnership programmes.</p>
<b>Supervised Teaching Practice</b>	<p>The supervised teaching practicum is designed to help students gain their practical teaching skills in preschool classrooms with a focus on curriculum development. Students will design, implement and evaluate a curriculum project that explores the integration of several subject areas. Students will also apply the theories and principles in their respective work settings and experience guided supervision practice by mentors, lecturers and field supervisors.</p>



## Assessment

Assessment will be based on students' performance in assignments - in the form of field research, case studies, journal writing, reflection, classroom discussions, presentation and practicum. Some modules are examination-based.

Candidates must score at least 50% in each area of assessment to successfully complete the course. If a candidate fails in any module, he/she is allowed one supplementary examination or assignment(s). After which, the candidate is expected to repeat the module.

The Diploma in Early Childhood Care and Education– Teaching (DECCE-T) will be awarded to candidates who have successfully completed the practicum, all the modules in the course and obtain 80% attendance per module, and achieved a cumulative GPA of 2.15 or better. The cumulative GPA is derived by averaging the grades of all completed modules.

Part-time students will have to find their own practicum centres (at registered childcare centres or kindergartens) when they have received the letter of acceptance from SEED Institute.

- Listing of Childcare centres registered under MCYS:  
<http://www.childcarelink.gov.sg/ccls/home/ChdCccSrch.jsp>
- Listing of Kindergartens registered under MOE:  
<http://www.moe.gov.sg/education/preschool/find-a-kindergarten/>

Students can try approaching the principals/supervisors to seek approval in doing practicum at their centres.

## Admission Requirements

### English Course (Existing Teachers who are registered by 31 Dec 2008)

- Minimum 5 GCE 'O' levels with credits in 5 different subjects including English as 1st language (EL1)\*; OR
- 3 GCE 'O' levels with credits in 3 different subjects including in EL1\* AND Certificate in Pre-school Teaching (CPT)

*\* Those without a credit in EL1, a minimum band 5.5 obtained in IELTS (General Training) will be acceptable.*

### English Course (for New Teachers - registered with MOE or MCYS on or after 1 Jan 2009)

- Minimum 5 GCE 'O' levels with credits in 5 different subjects including EL1\*

*\* Those with a C5 or C6 in EL1 are given 2 years from the point of teacher registration to obtain either a B4 in EL1 or a minimum band of 6.5 in IELTS (General Training).*

The abovementioned admission requirements can be found under MOE website at: <http://www.moe.gov.sg/education/preschool/new/>

### Health Clearance Requirement

Please refer to the following link under childcare link for health clearance requirement: [http://www.childcarelink.gov.sg/ccls/uploads/CCC\\_Guide.pdf](http://www.childcarelink.gov.sg/ccls/uploads/CCC_Guide.pdf) ((Refer to page 12))

## Course Fee Funding

Course fee after 70% funding - \$3,717.15 (includes 7% GST)  
(Funding will be available for all Singaporeans & PRs only)



**The emphasis of the module is on the development of young children in all major areas of functioning, including their physical, cognitive, social and emotional development**

# APPLICATION PROCEDURE

- 1 Complete the form in FULL and return with respective registration fee to **SEED Institute Pte Ltd**, through mail or in person by the stipulated deadline.
- 2 Completed application form must be accompanied by
  - a) Signed with Company stamp under the section of **COMPANY SPONSORSHIP** (For company-sponsored)
  - b) A non-refundable registration fee of \$53.50 (inclusive of 7% GST)
  - c) Copies of relevant academic and transcripts whichever is applicable
    - i) 'O' / 'A' level certificates
    - ii) Diploma / Degree certificates
    - iii) Relevant result transcripts (translated in English for foreign certificates)
    - iv) Other relevant academic documents
  - d) Updated Curriculum Vitae
  - e) Photocopy of NRIC / Passport
  - f) 2 recent coloured passport size photos
- 3 All payment for registration fee (non-refundable) may be made by cash, NETS, cheque or credit card. Cheques must be crossed and made payable to "SEED INSTITUTE PTE LTD".
- 4 Application without complete information / certificates and registration fee will not be processed.
- 5 SEED Institute reserves the right to reject any applications.

## Registration Fee

Registration fee S\$50.00 + GST (non-refundable)

## Refund Policy


% of the aggregate amount of the Course Fees and Additional Fees paid	If Student's written notice of withdrawal is received
75%	14 days or more before the Commencement Date
0%	Less than 14 days before the Commencement Date

## Venue

Unless otherwise stated, all lessons are held at SEED Institute Pte Ltd.

A photograph of four women sitting around a table in a meeting. They are all smiling and looking at each other. One woman in the center is holding a pencil and a notebook. Another woman on the right is holding a book. In the background, there is a wall with the text 'committed to research, professionalism and innovation'.

committed to **research**,  
professionalism and innovation

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**Students will also apply the theories and principles in their respective work settings and experience guided supervision practice by mentors, lecturers and field supervisors**

An **ntuc** Training Institute

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The information contained in this brochure is current at the time of printing.

SEED Institute reserves the right to vary any of the specified information documented in this brochure.

December 2010