

ECE310 Birth to Three Responsive Curriculum

Level: 3

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JULY

Synopsis:

ECE310 Birth to Three Responsive Curriculum provides an in-depth study of the scientific evidence that informs the care and education of infants and toddlers (Birth to three). Students have the opportunity to design a responsive, play-based, and relationship-based curriculum for infants and toddlers. Field visits may be organised for students who require them. Students will have the opportunity to revisit sociocultural and child development concepts and apply curricular or pedagogical knowledge to designing programmes for infants and toddlers. Students can choose to either critically review local and international literature and frameworks related to quality care and education for infants and toddlers; or evaluate a particular centre's programme according to contemporary views of child development and neuroscience research.

Topics:

- Philosophies and goals of infant and toddler programmes
- Child development theories in the context of infant and toddler programmes
- Designing programmes to support competencies and developmental needs of infants and toddlers
- Relationships that shape the brain, learning and development
- Foundational elements of a responsive, relationship-based programme
- Sense of self and others: programmes that support and enhance children's social and emotional learning
- Programme practices that enhance cognitive, language learning and development
- Planning the physical environment to support choice, routines and movement
- Quality infant and toddler programmes
- Policies and procedures that support quality programmes
- Observing infants and toddlers for assessment and curriculum planning
- Programme practices that support families and cultural diversity

Learning Outcome:

- Analyse contemporary issues, and curriculum approaches to global and local infant toddler care and education
- Apply neuroscience research and contemporary child development theories to inform infant/toddler practices and curriculum planning
- Discuss the teachers' roles in developing a responsive, relationship-based environment and curriculum
- Evaluate the various elements of a particular infant toddler programme in relation to both international and local quality frameworks for the early years
- Design a responsive, relationship-based and play-based curriculum for infants and toddlers
- Use observation methods to document infants and toddlers' learning and development

Assessment Strategies - Regular Semester (Daytime Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	PRE-CLASS QUIZ 1	5
	TUTOR-MARKED ASSIGNMENT 1	40
	DISCUSSION BOARD 1	5
Overall Examinable Components	ECA	50
Total		100

*The information listed is subject to review and change.