

ECE505 Comparative Approaches and Practices in Early Childhood Education

Level: 5

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JULY

Synopsis:

The course aims to extend the early childhood educator's perspective of effective approaches and practices through the examination and comparison of regional, local and international models of early childhood care and education. Course participants will deepen their knowledge through reflective critique and engagement in comparative analyses and discourse of key models by examining their beliefs, philosophies and practices. These will serve to provide insights into quality models such as the Reggio Emilia, HighScope and Forest School approaches, and stimulate innovative ideas and recommendations for reshaping curriculum and practices to enhance current practices in the local sector.

Topics:

- Historical perspectives of early childhood care and education internationally and locally
- Framing the practice: Beliefs and approaches that shape early childhood care and education
- Influential theories: Multiple intelligences, Tools of the mind, Bio-ecological model
- Constructivism in early childhood education
- Criteria that determine effective approaches
- International models of early childhood education: Effective practices and desired outcomes (Reggio Emilia, Highscope, and Forest School)
- Regional models of effective early childhood practices in Japan, China, Taiwan and Hong Kong
- Local models of child development centres in Singapore (Inquiry-based approach, Project approach, Multiple Intelligences approach)
- Comparative analyses of different curriculum approaches and models
- Implications for curriculum development
- Implications for teaching and training
- Implications for research and policies in early childhood care and education

Learning Outcome:

- Distinguish key features of common practices of the various types of approaches
- Appraise the philosophies and beliefs of different approaches
- Analyse influences that frame early childhood practices
- Compare common early childhood programme models
- Critique the effectiveness of pedagogical practices of early childhood programme models
- Evaluate ways of reshaping curriculum to enhance practices for the benefits of children and families.

Assessment Strategies - Regular Semester (Evening Class):

Components	Description	Weightage Allocation (%)

Overall Continuous Assessment	TUTOR-MARKED ASSIGNMENT 1	30
	GROUP BASED ASSIGNMENT 1	20
Overall Examinable Components	ECA	50
Total		100

*The information listed is subject to review and change.