

ECE515 Leadership in Curriculum Development, Analysis and Instruction

Level: 5

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JAN

Synopsis:

ECE515 Leadership in Curriculum Development, Analysis and Instruction supports the development of curriculum leadership. Curriculum leaders are key to ensuring the quality of Singapore's early childhood care and education (ECCE) sector. After all, children's direct experiences in ECCE settings are determined by the everyday, intentional actions of teachers and leaders. Curriculum leaders should be aware of the current values and needs of society within Singapore's cultural context in order to develop curriculum that would be appropriate for target participants. Curriculum leaders will be required to critically examine current curriculum frameworks and education policies and relate how they would address the learning needs of children within the local context. Key principles of developing curriculum for early childhood will also be discussed alongside policies, goals, values and pedagogy that will support children to be active thinkers and meaning makers in preparation for lifelong learning and not just be ready for school.

Topics:

- Defining curriculum and instruction
- Aims of education and debates surrounding developmentally appropriate practice
- The different curricular approaches and models
- Universal principles for curriculum design
- Constructivist approaches and the design and development of curriculum
- National early childhood curriculum frameworks and policies
- Quality ECCE for different learners
- Child assessment and curriculum planning
- Issues and challenges in curriculum implementation
- Creating psychologically safe and encouraging classrooms
- Dual language learning and the social-cultural context of Singapore
- Leadership in curriculum development and implementation

Textbooks:

Christopher P. Brown, Mary Benson McMullen and Nancy File.: The Wiley Handbook of Early Childhood Care and Education (2019) Wiley-Blackwell
ISBN-13: 9781119148081

Learning Outcome:

- Analyse the theoretical dimensions of curriculum development
- Examine the strengths and limitations of various curricular approaches
- Discuss "quality" ECCE in the contemporary Singapore context
- Compare curricular frameworks and policies based on constructivist theories and different cultural contexts
- Formulate key principles for curriculum development
- Evaluate curriculum delivery and pedagogical practice
- Evaluate child observations to inform curricular/pedagogical decisions

Assessment Strategies (Evening Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	DISCUSSION BOARD 1	10
	TUTOR-MARKED ASSIGNMENT 1	40
Overall Examinable Components	ECA	50
Total		100