

ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE

UNIT CODE	UNIT TITLE	PAGE NUMBER
DECE - 001	Early Children's Development (Infants & toddlers)	Page no. 03
DECE – 002	Child Nutrition	Page no. 06
DECE – 003	Child Psychology	Page no. 09
DECE – 004	Education Psychology & Sociology	Page no. 12
DECE – 005	Parents and Children education	Page no. 14
DECE – 006	Early Childhood Innovative Approaches & Learning	Page no. 16
DECE – 007	Music Education	Page no. 19
DECE – 008	Creative & Aesthetic Activities	Page no. 22
DECE - 009	Play & Learning in Early childhood	Page no. 25
DECE – 010	Drama & Animation	Page no. 28
DECE – 011	Special Teaching Method in Early Childhood	Page no. 30
DECE - 012	Protecting Children in Early Childhood and Care Environment	Page no. 33
DECE – 013	Science & Mathematic Education	Page no. 36
DECE - 014	Research Methodology Project	Page no. 40
DECE – 015	Special Needs Education	Page no. 42
DECE - 016	Classroom & School Management	Page no. 45
DECE – 017	Measurement and Evaluation	Page no. 48
DECE - 018	Child Centered Practice with Children Families & Communities	Page no. 51
DECE – 019	Maternal & Child health education	Page no. 54
DECE - 020	Internship	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 001		
Unit Title	: Early Children’s Development (Infants & toddlers)		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
Explore and question the theoretical evidence base which justifies approaches adopted to work with infants and toddlers in the early years sector. Students will consider how biology; neurological brain development and environmental experiences play a major role in influencing children’s development and learning. Students will demonstrate how they can implement, and support others in implementing best practice			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to; (a)Research key issues of prenatal development from conception to birth. (b) Explore how theories of development have influenced early childhood policy and practice. (c)Annotate own plan of care for an infant or toddler that includes evidence of working in partnership with others to facilitate the child’s holistic progress and development. (d) Provide leadership that reflects best practice in promoting the holistic development of infants and toddlers from different backgrounds.			

COURSE CONTENTS

01. Research key issues of prenatal development from conception to birth

- Key terms - Cell (gametes) development, Zygote Embryo Fetus Cephalocaudal development.
- Genetic and physiological parental influences on pre- and postnatal development Pre-existing medical conditions Illness, infections and diseases Diet/nutrition Medication Substance abuse.
- The brain and neurological development in relation to pre- and postnatal development Key features and processes regarding pre- and postnatal neurodevelopment, e.g. brain structure and architecture, neuron structure, organization and interconnectivity, role of neurotransmitters.

02. Explore how theories of development have influenced early childhood policy and practice

- Neurodevelopmental theory - Examples of theoretical approaches to neurodevelopment in the early years, including family systems theory, Research showing the importance of nurturing learning in first few years for healthy brain growth and functioning, Types of early experiences, e.g. relationships, genetics and environmental, that impact on brain development and have lasting effects on health and wellbeing.
- Attachment theory - Theories on early attachment such as multiple attachments, quality of attachment, maternal deprivation hypothesis, Key theorists, e.g. Harlow (1958), Bowlby (1958, 1969), Ainsworth (1973), Cross-cultural differences, e.g. characteristics of parenting, child characteristics (temperament hypothesis), Influences of attachment on children's personality development, e.g. extroversion, conscientiousness Influences of attachment on children's social and functional environments, e.g. Bronfenbrenner's (1979) bioecological theory.

03. Annotate own plan of care for an infant or toddler that includes evidence of working in partnership with others to facilitate the child's holistic progress and development

Practice that draws on:

- Theoretical assumptions and practical experience on promoting infants and toddlers' development
- Providing appropriate physical care routines for infants and toddlers
- Supporting the development of children's social skills in relation to others
- Early years curriculum frameworks to support planning
- Methods of observation for planning individual and group activities • methods of observation for identifying specific learning
- Developmental needs
- Consideration of factors affecting accurate assessment of observations e.g., time, place, context
- Influences within (biological) and around (environmental) the child documentation and presentation of types of evidence including reports and charts.

04. Provide leadership that demonstrates best practice in promoting infants' and toddlers' holistic development and progress

- Appropriate leadership Characteristics of effective leadership e.g. style as relevant to the stage, age and purpose of the group, motivational, focused, relevant to the task at hand, fair, within the boundaries of own role, respecting the role and needs of others, ethical.
- Recognizing each child is unique, promoting the rights and needs of the individual child.
- Recognizing and respecting the value of the child's own home learning environment and the agency of parents, caregivers and other family members in enabling the child's learning and development.
- Planning education and care that builds on each child's unique talents and abilities to support progress

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. BRODIE, K. (2018) The Holistic Care and Development of Children from Birth to Three: An Essential Guide for Students and Practitioners (1st edn). Oxon: Routledge. 2. CLARE, A (2015). Communication and Interaction in the Early Years 1st Edition. London: Sage 3. CONKBIYER, M. (2017) Early Childhood and Neuroscience: Theory, Research and Implications for Practice. London: Bloomsbury. 	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 002		
Unit Title	: Child Nutrition		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
This module provides a comprehensive overview of child nutrition principles and their application in early childhood settings. Students will explore the importance of nutrition for growth and development, understand the nutritional needs of young children (infants through age 8), and learn to plan and implement healthy meal and snack programs. Emphasis will be placed on promoting positive eating habits, addressing common nutritional challenges, understanding food safety, and collaborating with families on nutrition education.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
(a) Understand the role of nutrition in the physical, cognitive, and social-emotional development of young children.			
(b) Identify the nutritional requirements for infants, toddlers, and preschoolers.			
(c) Plan balanced, age-appropriate, and culturally sensitive menus for ECE settings.			
(d) Implement effective strategies for promoting healthy eating habits and positive mealtime experiences.			
(e) Understand and apply food safety and sanitation practices.			
(f) Recognize and address common childhood nutrition issues, including picky eating and allergies.			
(g) Collaborate with families to support children's nutritional well-being.			

COURSE CONTENTS

01. Foundations of Child Nutrition

- Introduction to Child Nutrition. Importance of nutrition for growth, development, and learning. Key nutrients and their functions (macronutrients and micronutrients).
- Nutritional Needs Across Early Childhood. Specific dietary requirements for infants, toddlers, and preschoolers. Understanding developmental stages and their nutritional implications.
- Promoting Healthy Eating Habits. Strategies for encouraging a variety of foods, positive mealtime environments, and mindful eating.
- Understanding Food Preferences and Picky Eating. Developmental reasons for picky eating, strategies for introducing new foods, and creating positive mealtime interactions.

02. Planning and Implementing Healthy Meal Programs

- Menu Planning Principles. Creating balanced menus that meet nutritional guidelines (e.g., USDA Child and Adult Care Food Program - CACFP). Consideration of cultural diversity and dietary restrictions.
- Meal and Snack Preparation. Safe food handling techniques, sanitation, and storage. Basic cooking skills for ECE settings.
- Serving Meals and Snacks. Creating positive mealtime experiences. Strategies for managing mealtimes effectively.
- Food Allergies and Special Dietary Needs. Identifying common allergens, understanding cross-contamination, and developing safe practices for children with allergies or special dietary requirements.
- Budgeting and Resource Management. Planning menus within budget constraints. Sourcing healthy and affordable food options.
- Childcare Food Program Regulations. Overview of relevant regulations and guidelines (e.g., CACFP) for ensuring nutritional quality and safety in childcare settings.

03. Nutrition Education and Family Partnerships

- Nutrition Education for Young Children. Age-appropriate activities to teach children about healthy foods, food groups, and where food comes from.
- Integrating Nutrition into the Curriculum. Connecting nutrition concepts to science, math, literacy, and art activities.
- Communicating with Families about Nutrition. Strategies for sharing information, providing resources, and collaborating with parents on healthy eating habits at home.
- Addressing Common Nutrition Challenges. Strategies for managing picky eaters, promoting hydration, and understanding the impact of sugar and processed foods.

04. Health, Safety, and Assessment

- Food Safety and Sanitation. Comprehensive review of safe food handling, preparation, storage, and serving practices. Preventing foodborne illnesses.
- Child Health and Wellness. The connection between nutrition, physical activity, and overall child health. Recognizing signs of potential nutritional deficiencies.
- Observing and Assessing Children's Eating Habits. Strategies for monitoring children's intake and identifying potential concerns.
- Resources and Professional Responsibilities. Identifying reliable nutrition resources. Understanding the ECE professional's role in promoting child nutrition and wellness.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. Gershoff, E.T. and Grummer-Strawn, L.M. (2015). The Prevention and Treatment of Childhood Obesity: A Comprehensive Guide. Oxford University Press. 2. McClain, K. and Davis, C. (2017). Nutrition and Foodservice for Early Childhood Programs. Teachers College Press. 3. Story, M., Kaphingst, K.M. and G.B. Hayes (2016). Nutrition Education for the Lifespan. Jones & Bartlett Learning. 	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 003		
Unit Title	: Child Psychology		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
This course provides an in-depth exploration of child development from conception through early adolescence, with a specific focus on the psychological principles relevant to early childhood education. Students will examine cognitive, social, emotional, and physical development, as well as the influence of family, culture, and environment. Emphasis will be placed on understanding typical development, identifying potential developmental challenges, and applying psychological theories to create supportive and stimulating learning environments for young children.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
(a) Describe major theories of child development.			
(b) Identify key milestones in cognitive, social, emotional, and physical development.			
(c) Analyze the impact of various environmental factors (family, peers, culture, media) on child development.			
(d) Understand the principles of learning and motivation in young children.			
(e) Recognize common developmental disorders and their implications for educational practice.			
(f) Apply psychological principles to design effective early childhood educational strategies.			

COURSE CONTENTS

01. Introduction to Child Psychology

- What is Child Psychology? Historical perspectives and major theoretical orientations (e.g., Psychoanalytic, Behaviorist, Cognitive, Humanistic, Sociocultural).
- Research Methods in Child Psychology. Ethical considerations in studying children.

02. Foundations of Development

- Prenatal Development and the Newborn. Genetic and environmental influences.
- Infancy: Physical and Motor Development. Sensory and perceptual development.
- Infancy: Cognitive Development. Piaget's theory of cognitive development, information processing approaches.
- Infancy: Social and Emotional Development. Attachment theory, temperament, early social interaction.

03. Early Childhood Development

- Preschool Years: Cognitive Development. Language acquisition, symbolic thought, imagination, early literacy.
- Preschool Years: Social and Emotional Development. Self-concept, gender identity, peer relations, prosocial behavior, emotional regulation.
- Preschool Years: Moral Development and Play. Understanding right and wrong, the role of play in development.
- The Role of the Family. Parenting styles, family systems, impact of divorce and family stress.
- The Role of Peers and Early Education. Social learning, friendships, quality of early childhood programs

04. Middle Childhood Development

- Middle Childhood: Cognitive Development. Concrete operational thought, memory, metacognition, academic skills.
- Middle Childhood: Social and Emotional Development. Self-esteem, peer groups, bullying, understanding emotions.
- The School Environment. Teacher-student relationships, learning disabilities, motivation in school.

05. Special Topics and Applications in ECE

- Understanding and Supporting Children with Developmental Challenges. ADHD, Autism Spectrum Disorder, Learning Disabilities (overview).
- Promoting Positive Behavior and Social-Emotional Learning in ECE Settings.
- The Impact of Media and Technology on Child Development.

Cultural Influences and Diversity in Child Development. Inclusive practices.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100

RECOMMENDED READINGS (REFERENCES)
<ol style="list-style-type: none">1. Harter, S. (2012). The Construction of the Self: Developmental Psychodynamics. 2nd ed. Guilford Press2. Honig, A.S. (2002). Secure Relationships: Developing Attachment in Early Childhood. National Association for the Education of Young Children3. Athey, C. (2007). 'Theories of Education and the child'. Early Years, 27(2), pp. 115-124.

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 004		
Unit Title	: Education Psychology & Sociology		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
To equip early childhood education students with a foundational understanding of psychological and sociological principles, enabling them to effectively support the holistic development of young children within diverse learning environments			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to; (a) Understand the early childhood development (b) Apply psychological principles to teaching method (c) Explore the sociological perspectives (d) Promote social-emotional development in early childhood education			
COURSE CONTENTS			
01. Understand Child Development: <ul style="list-style-type: none">Identify and explain the major theories of child development (e.g., Piaget, Vygotsky, Erikson) and their implications for early childhood education.Describe the cognitive, social-emotional, physical, and language development milestones from infancy through the early years.Analyze how individual differences (e.g., temperament, learning styles, special needs) impact a child's development and learning. 02. Apply Psychological Principles to Teaching: <ul style="list-style-type: none">Apply principles of learning (e.g., behaviorism, constructivism, social learning theory) to create effective and engaging learning experiences.Utilize strategies for classroom management, including positive reinforcement, addressing			

challenging behaviors, and fostering a supportive learning environment.

- Develop an understanding of how to assess young children's learning and development using various methods (e.g., observation, portfolios, play-based assessment).

03. Explore Sociological Perspectives:

- Analyze the influence of family, culture, and community on children's development and learning.
- Understand the impact of social inequalities (e.g., socioeconomic status, race, gender) on children's educational experiences.
- Promote inclusive practices and create culturally responsive learning environments that value diversity.

04. Promote Social-Emotional Development:

- Identify and implement strategies to support children's social-emotional development, including self-regulation, empathy, and social skills.
- Understand the role of the early childhood educator in fostering positive relationships and creating a sense of belonging.
- Recognize and respond to children's emotional needs, including those related to trauma or adversity.

05. Reflect and Apply:

- Reflect on their own beliefs and biases related to child development and education.
- Apply psychological and sociological principles to real-world scenarios in early childhood settings.
- Develop a professional identity as an early childhood educator who is knowledgeable, reflective, and committed to supporting the holistic development of all children.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. Berk, L.E. (2018). Development Through the Lifespan. 7th ed. Pearson. 2. Santrock, J.W. (2020). Child Development. 10th ed. McGraw-Hill Education. 3. Vygotsky, L.S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press. 	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 005		
Unit Title	: Parents and Children education		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
To equip early childhood education students with the knowledge and skills necessary to effectively partner with parents and families, fostering collaborative relationships that support children's development and learning.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to; (a) Understand the importance of family involvement for early childhood education (b) Develop the effective communication skill for early education (c) Facilitate parent education and support for early child education (d) Promote collaborative partnership			
COURSE CONTENTS			
01. Understand the Importance of Family Involvement: <ul style="list-style-type: none">Explain the critical role of families in children's early development and education.Analyze the benefits of strong home-school partnerships for children, families, and educators.Recognize the diverse forms that families take and the importance of respecting family values, beliefs, and cultural backgrounds. 02. Develop Effective Communication Skills: <ul style="list-style-type: none">Apply effective communication strategies to build positive relationships with parents and families.Utilize various communication methods (e.g., newsletters, parent-teacher conferences, digital platforms) to share information and engage families.Practice active listening, empathy, and respectful dialogue when interacting with parents.			

03. Facilitate Parent Education and Support:

- Identify the needs of parents and families in relation to child development, parenting, and early childhood education.
- Plan and implement parent education programs and workshops on relevant topics (e.g., child behavior, literacy, nutrition).
- Provide resources and support to families, connecting them with community services and resources.

04. Promote Collaborative Partnerships:

- Develop strategies for building collaborative relationships with parents, including shared decision-making and goal-setting.
- Create opportunities for parent involvement in the classroom and school activities.
- Address and resolve conflicts or concerns that may arise between educators and families.

05. Address Diverse Family Needs:

- Recognize and respond to the unique needs of diverse families, including those from different cultural backgrounds, with special needs children, and facing challenging circumstances.
- Promote inclusive practices that support all families and ensure equitable access to resources and opportunities.
- Understand the legal and ethical considerations related to working with families.

06. Reflect and Apply:

- Reflect on their own beliefs and biases related to families and parenting.
- Apply the principles of family engagement and collaboration to real-world scenarios in early childhood settings.
- Develop a professional identity as an early childhood educator who values and supports families.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. Razzu, G. (2022). <i>Parents and children: Education across generations in India</i>. Paper presented at the 5th annual conference on economic growth and development, ISI Delhi. 2. Emran, M.S. (2020). Gender Bias and Intergenerational Educational Mobility. Technical report. 3. Dunst, C.J. & Dempsey, I. (2007). Family-centered practices: Evidence-based principles and guidelines. In: Handbook of Family Support Programs. New York: Springer. 	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 006		
Unit Title	: Early Childhood Innovative Approaches & Learning		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
Designed to continue students' knowledge of how play and learning develops and the way in which innovative practice can support quality practice. An exploration of key research perspectives of innovative practice from around the world introduces the unit. This continues with a focus on research in areas such as digital literacies; funds of knowledge; schema; social interactions; mathematical graphics and mark making; and working with families to create change. Using observation to consider these in practice, with an opportunity to implement change, will enable students to develop important practice skills.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
(a) Compare different innovative approaches in early childhood education and care practice, with reference to key literature.			
(b) Discuss an area of innovative practice in supporting young children's play and the key dilemmas and debates involved.			
(c) Use different observation strategies to support research and practice in young children's self-chosen play and to reflect a chosen area of contemporary research.			
(d) Reflect on own use of innovative strategies in practice to enhance children’s play, learning and development.			

COURSE CONTENTS

01. Compare different innovative approaches in early childhood education and care practice, with reference to key literature.

- Factors that impact own understanding of early child education and care philosophies or curriculum, The social construction of childhood, how children and the idea of childhood is constructed in differing cultures, Definitions of 'curriculum', and its relationship to educational policy, How own image of the child influences practice and innovation, e.g. the child as a rich, competent learner or a vulnerable commodity, Policy in ECEC and how it positions the child and family, The influence of neoliberalist policy on innovative practice.
- History and rationale - The approach as a philosophy rather than a curriculum Relationship to the Hundred Languages of Children (Malguzzi, 1920–94) Structure and content of documentation in comparison to other approaches Examples of innovative and inclusive practice in ECEC using this approach The voice of the child.

02. Discuss an area of innovative practice in supporting young children's play and the key dilemmas and debates involved

- Key principles/pedagogical approaches Play and participation, encouraging children's agency through practice Developing a democratic approach to play and learning Understanding children's play through schema Risk and adventure in play Children's 'funds of knowledge', Determining power relationships through play, issues of diversity and inclusion Stories in play, socio-cultural perspectives of literacy Understanding children's mathematical graphics Playful approaches to children's mark making Involving parents/caregivers and families in change Digital literacies Using natural resources Towards research-based practice.

03. Use different observation strategies to support research and practice in young children's self-chosen play and to reflect a chosen area of contemporary research

- Overview of ethical issues in early childhood research and practice Ethical guidelines Informed consent and assent Confidentiality, vulnerability and child protection Feedback of research.
- Developing research and practice through observation, Differences between self-chosen play and structured play, learning from children's self-chosen play using examples from innovative practice, identifying self-chosen play in practice, Learning about the child from observation, The role of the Practitioner Researcher.

04. Reflect on own use of innovative strategies in practice to enhance children's play, learning and development

- Key principles Positionality Being reflexive - Creative listening, Meaningful participation, Creativity and innovation, Presenting observations and findings.

ASSESSMENT CRITERIA		% OF MARKS
End Semester Assignment:		
Viva / Presentation:		
Classroom Activity (Exam)		
Total		100
RECOMMENDED READINGS (REFERENCES)		
<ol style="list-style-type: none"> 1. ATHERTON, F. and NUTBROWN, C. (2013) Understanding Schemas and Young Children: From birth to three. London: Sage. 2. BROADHEAD, P., HOWARD, J. and WOOD, E. (eds) (2010) Play and Learning in the Early Years: From research to practice. London: Sage. 3. CARR, M. and LEE, W. (2012) Learning Stories: Constructing Learner Identities in Early Education. London: Sage. 		

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 007		
Unit Title	: Music Education		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
This module provides a comprehensive introduction to music education principles and practices for early childhood settings. Students will explore the developmental benefits of music for young children, covering foundational concepts such as rhythm, melody, harmony, and form. The syllabus emphasizes hands-on experience with age-appropriate musical activities, including singing, playing instruments, movement to music, and creative music exploration. Emphasis will be placed on integrating music into the ECE curriculum to support cognitive, social, emotional, and physical development.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
(a) Understand the developmental significance of music for young children.			
(b) Identify and apply foundational music concepts (rhythm, melody, harmony, form, timbre).			
(c) Plan and implement a variety of age-appropriate music activities for ECE settings.			
(d) Facilitate singing, instrumental play, movement, and creative music-making.			
(e) Integrate music effectively into the broader ECE curriculum.			
(f) Develop strategies for fostering musicality and a lifelong appreciation for music in young children.			

COURSE CONTENTS

01. Foundations of Music in Early Childhood

- Introduction to Music Education in ECE. Developmental benefits of music. Historical perspectives and key philosophies (e.g., Orff, Kodály, Dalcroze).
- Understanding Musical Elements. Exploring rhythm, melody, harmony, tempo, dynamics, and timbre through listening and simple activities.

02. Vocal Exploration and Singing

- The Power of the Voice. Developing vocal skills: pitch matching, breath control, articulation. Exploring different vocal sounds.
- Singing Activities. Learning and practicing age-appropriate songs, chants, and rhymes. Call-and-response techniques.
- Song Games and Fingerplays. Using songs to enhance language development, memory, and motor skills. Creating simple song variations.
- Fostering a Positive Singing Environment. Encouraging participation and confidence in young singers.

03. Rhythm and Movement

- Exploring Rhythm. Understanding beat, meter, and rhythmic patterns through body percussion and movement.
- Movement to Music. Connecting music and gross motor skills. Exploring different tempos, dynamics, and moods through dance and creative movement.
- Rhythm Instruments. Introduction to various percussion instruments (e.g., shakers, drums, rhythm sticks, xylophones). Proper use and care.
- Creating Rhythmic Patterns. Simple composition using instruments and body percussion. Understanding ostinatos.

04. Creative Music Making and Listening

- Creative Music Exploration. Encouraging improvisation with voice and instruments. Creating soundscapes.
- Listening Skills. Developing active listening. Exploring different genres and styles of music. Responding to music through various modalities.
- Music and Storytelling. Using music to enhance narratives. Creating musical accompaniments for stories.
- Music Composition for Young Children. Simple song writing and instrumental composition activities.

05. Integration and Planning

- Integrating Music Across the Curriculum. Connecting music to literacy, math, science, and social studies. Planning thematic music activities.
- Music for Different Developmental Needs. Adapting activities for diverse learners and special needs.
- Resources and Materials. Identifying and utilizing quality music resources, instruments, and technology.
- Assessment and Documentation. Observing and documenting children's musical engagement and development. Evaluating music program effectiveness.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. Jalongo, M.R. and Thomson, J. (2019) Music, Movement, and the Young Child. 3rd edn. New York: Teachers College Press. 2. Bay, L. (2017) The Little Book ofбeнoк Music. St. Louis, MO: M. W. Music. 3. Darrow, A.A. and Howland, R. (2010) Introduction to Approaches to Music Therapy. 3rd edn. London: Jessica Kingsley Publishers 	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 008		
Unit Title	: Creative & Aesthetic Activities		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
This course explores the foundational role of creative and aesthetic experiences in the holistic development of young children. Students will engage with various art forms including visual arts, music, movement, and drama, learning to facilitate these activities in early childhood settings. The syllabus emphasizes understanding child-led exploration, process over product, and the integration of creative arts into the curriculum to foster imagination, self-expression, critical thinking, and emotional well-being.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
(a) Understand the developmental significance of creative and aesthetic activities for young children.			
(b) Identify and plan a variety of age-appropriate creative arts experiences.			
(c) Facilitate child-led exploration and experimentation in art, music, movement, and drama.			
(d) Create a supportive and stimulating environment that encourages creativity and self-expression.			
(e) Integrate creative arts across different curriculum areas.			
(f) Evaluate the effectiveness of creative activities in promoting child development.			

COURSE CONTENTS

01. Foundations of Creativity and Aesthetics in ECE

- Introduction to Creative & Aesthetic Development. Defining creativity, imagination, and aesthetics in early childhood. The importance of arts in holistic child development.
- Theories of Creativity and Play. Exploring perspectives from Piaget, Vygotsky, and others on how children learn and create through play and exploration.

02. Visual Arts Exploration

- Understanding the Visual Arts Process. Focus on process over product. Exploring various mediums: drawing, painting, collage, sculpture with natural and recycled materials.
- Developing Fine Motor Skills through Art. Activities that enhance hand-eye coordination, dexterity, and control. Color theory basics for young children.
- Sensory Art Experiences. Engaging children through tactile, visual, and auditory elements in art. Creating sensory bins and textured art.
- Integrating Visual Arts. Connecting visual arts to literacy, science, and math. Planning art-based learning centers.

03. Music and Movement

- Introduction to Music for Young Children. Exploring rhythm, melody, and harmony through singing, instruments, and listening activities. Developing auditory discrimination.
- Movement and Dance. Understanding the role of gross motor skills and creative movement. Exploring different styles of dance and improvisation.
- Music and Movement Integration. Using music to support literacy, emotional expression, and physical development. Creating movement stories.
- Rhythm and Music Making. Exploring percussion instruments, body percussion, and creating simple musical compositions. Understanding the impact of music on mood and behavior.

04. Drama and Storytelling

- The Power of Dramatic Play. Facilitating imaginative play, role-playing, and socio-dramatic scenarios. Developing social skills and emotional understanding.
- Storytelling and Puppetry. Techniques for engaging children in storytelling. Creating and using puppets to enhance narrative and language skills.
- Creative Expression through Drama. Simple dramatic interpretations, improvisation games, and creating short skits. Connecting drama to emotional expression and empathy.

05. Curriculum Integration and Assessment

- Integrating Creative Arts Across the Curriculum. Planning thematic units that incorporate visual arts, music, movement, and drama.
- Creating an Inspiring ECE Environment. Setting up art studios, music corners, and dramatic play areas. Managing materials and space effectively.
- Observation and Assessment of Creative Development. Documenting children's artistic processes and growth. Providing constructive feedback.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	

Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. Isenberg, J.P. and Jalongo, M.R. (2018). Creative Thinking and Arts-Based Learning: Preschool Through Grade 3. 3rd ed. Pearson. 2. Katz, L.G. and McClellan, D.E. (2013). Fostering Children's Creativity: A Guide for Early Childhood Educators. 2nd ed. Teachers College Press. 3. Gandini, L. (2014). The Reggio Emilia Approach to Early Childhood Education. 2nd ed. Routledge. 	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM**
SCHOOL OF TEACHING
DREAM OF ARTS.

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 009		
Unit Title	: Play & Learning in Early childhood		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
Understanding of historical and theoretical perspectives and how the dominant discourses that influence play may require updating and application in practice. Students will examine the complexities and challenges that play provides in early childhood practice. They will be encouraged to challenge perspectives on play and see the reasoning behind developing a deep understanding of play. Practical skill development in recording quality observations of children's self-chosen play is an essential part of this unit.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
(a) Interpret the relevance of different theories of play that inform practice in early childhood education and care.			
(b) Compare how play is presented in different contexts in early childhood education and care.			
(c) Discuss the role of observation in supporting young children's play in early childhood education and care.			
(d) Determine the skills required to complete and interpret a range of observations on young children's self-chosen play in differing contexts.			

COURSE CONTENTS

01. Interpret the relevance of different theories of play that inform practice in early childhood education and care

- Theories of play in a historical context
- Theories of play in practice
- Understanding play in practice through a range of theoretical perspectives
- Overview of key theorists' approaches: Bowlby (1969) – attachment to caregiver provides confidence to explore and investigate Bronfenbrenner (1994) – the influence of the wider environment Bruce (2012) – 12 features of free-flow play Elfer (2012) – key person approach Froebel (1820–30s) – play as central to education

02. Compare how play is presented in different contexts in early childhood education and care

- How children learn - Learning through play, Experiential learning, Group work, Sensory play, Discovery learning, Role play, Storytelling
- The indoor environment Impact of daily routines on play Enabling environments for play – continuous provision; simultaneous indoor/outdoor provision Role of the environment in supporting creativity and autonomy in play
- Being outdoors Time to play Space in the outdoors Planning and developing the environment Observing and supporting gendered play Approaches to outdoor play, e.g. the Forest School approach – risk and adventure Outdoor learning.

03. Discuss the role of observation in supporting young children's play in early childhood education and care

- Key principles Definitions of, and approaches to, observation in ECEC practice and research Purposes and value of observation in ECEC practice and research Ethics of observation Observations from home – involving parents.
- Key definitions Unstructured observation (Participant) Structured observation (Non-participant) Types of observation; narrative, time sample, Learning Story (Carr, 2001) Purpose of each type of observation Advantages and disadvantages of each type of observation Deficit and credit models of observation and assessment.

04. Determine the skills required to complete and interpret a range of observations on young children's self-chosen play in differing contexts

- Key principles Skills required to be a competent observer The need for observations to be systematic and have focus, The meaning of 'being objective' and its translation to practice, the role of the practitioner in evaluating observations The need for observations to be objective Using theory to support children's learning and development through play.
- Celebrating diversity, equal opportunities and inclusion through play - Providing and using resources that reflect the identities of children and the local community, e.g. diverse and inclusive visual displays, toys and books reflecting different faiths, ethnicities,

traditions and abilities, and that avoid negative stereotypes.

- Completing written observations - Completing narrative observations, completing time samples Using clear, legible and objective written language in observations, Support child or parent completion of observation Using digital technology Identify self-chosen play, Peer assessment, Interpret observations objectively.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100

RECOMMENDED READINGS (REFERENCES)

1. BELOGLOVSKY, M. and DALY, L. (2016) Loose Parts 2: Inspiring Play with Infants and Toddlers. Minnesota: Redleaf Press.
2. BILTON, H. (2014) Playing Outside: Activities, Ideas and Inspiration for the Early Years, (2nd edn). Abingdon: Routledge.
3. ELFER, P. GOLDSCHMIED, E. and SELLECK, D.Y. (2012) Key Persons in the Early Years: Building Relationships for Quality Provision in Early Years Settings and Primary Schools. Abingdon: Routledge.

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 010		
Unit Title	: Drama & Animation		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
This module provides an in-depth exploration of drama and animation as powerful tools for learning and development in early childhood settings. Students will engage with foundational principles of dramatic play, storytelling, puppetry, and basic animation techniques such as stop-motion and flip books. The syllabus emphasizes understanding the developmental benefits of these creative mediums, practical implementation strategies, and integration across the ECE curriculum to foster imagination, communication, problem-solving, and emotional literacy.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
(a) Understand the developmental significance of drama and animation for young children.			
(b) Plan and facilitate engaging dramatic play and storytelling activities.			
(c) Explore various puppetry techniques and their application.			
(d) Grasp fundamental concepts of animation (e.g., stop-motion, flip books).			
(e) Develop and implement simple animation projects with young children.			
(f) Integrate drama and animation across different curriculum areas.			
(g) Assess children's participation and learning through these creative mediums.			

COURSE CONTENTS

01. Foundations of Drama and Imagination

- Introduction to Drama in ECE. The role of dramatic play in cognitive, social, and emotional development. Theories supporting drama education (e.g., Vygotsky, Piaget).
- Facilitating Dramatic Play. Creating stimulating environments, providing props, and guiding children's imaginative scenarios. Teacher's role as co-player and observer.
- Storytelling Techniques. Engaging children through voice modulation, gestures, and interactive storytelling. Developing narrative skills.
- Puppetry as a Medium. Exploring different types of puppets (hand, finger, stick, shadow) and their creation. Using puppets for storytelling and character development.

02. Introduction to Animation Concepts

- What is Animation? Basic principles: frames per second, illusion of movement. Historical overview and types of animation (traditional, stop-motion, digital).
- Flip Books: The Basics of Motion. Understanding sequential images. Creating simple flip books as an introduction to animation.
- Stop-Motion Animation: Bringing Objects to Life. Introduction to stop-motion principles. Exploring materials and simple animation techniques.
- Planning a Simple Animation Project. Storyboarding basics, character creation, and setting up for stop-motion.

03. Practical Drama and Animation Activities

- Developing Characters and Scenes. Activities for creating characters, exploring emotions, and developing simple dramatic scenes.
- Drama Games for Skill Building. Improvisation games, mime, and movement activities to enhance communication, cooperation, and creativity.
- Creating Stop-Motion Animations: Part 1. Hands-on session: building simple characters (clay, LEGOs, paper cutouts) and setting up for filming.
- Creating Stop-Motion Animations: Part 2. Filming sequences, understanding frame-by-frame creation using tablets or simple cameras. Basic editing concepts.
- Integrating Puppetry and Animation. Using puppets in stop-motion or creating animated puppet shows. Combining storytelling with visual media.
- Developing Animated Stories. Guiding children in creating simple narratives suitable for flip books or stop-motion.

04. Curriculum Integration and Assessment

- Integrating Drama Across the Curriculum. Connecting dramatic play and storytelling to literacy, math, science, and social studies. Thematic unit planning.
- Integrating Animation Across the Curriculum. Using animation to explore science concepts (e.g., plant growth), retell stories, or create visual aids.
- Creating a Stimulating ECE Environment for Drama & Animation. Setting up dedicated spaces, managing materials, and ensuring accessibility.
- Observation and Assessment. Documenting children's participation, creativity, and learning in drama and animation activities. Portfolio development.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. Baldwin, P. and McGowan, T. (2018). Drama and Imagination in Early Childhood Education. 2nd ed. London: Routledge. 2. Baker, S. (2016). Animating Learning: The Role of Animation in Early Childhood Education. New York: Teachers College Press. 3. Kirkland, L. (2019). Puppetry and Drama in Early Childhood Education: A Practical Guide. 3rd ed. London: SAGE Publications. 	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 011		
Unit Title	: Special Teaching Method for Early Childhood Education		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
To equip early childhood education students with the knowledge and skills necessary to implement specialized teaching methods, adapting instruction to meet the diverse needs of young children, including those with disabilities or special learning needs.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to; (a) Understand the inclusive education in early education (b) Identify and understand diverse learning needs for early education (c) Implement differentiated instructions to early childhood education (d) Utilize specialized teaching method and Create Supportive Learning Environments			
COURSE CONTENTS			
01. Understand Inclusive Education: <ul style="list-style-type: none">Define inclusive education and its principles, emphasizing the rights of all children to access quality education in general education settings.Explain the legal and ethical responsibilities of educators in providing inclusive early childhood education.Recognize the benefits of inclusive practices for all children, including those with and without disabilities. 02. Identify and Understand Diverse Learning Needs: <ul style="list-style-type: none">Identify the various types of disabilities and special learning needs that may be present in early childhood settings (e.g., autism spectrum disorder, learning disabilities, speech and language impairments, physical disabilities, sensory impairments).			

- Describe the characteristics, strengths, and challenges associated with different disabilities and special needs.
- Understand the importance of early identification and intervention for children with special needs.

03. Implement Differentiated Instruction:

- Define and apply the principles of differentiated instruction to meet the diverse learning needs of all children.
- Adapt and modify curriculum, materials, and activities to provide appropriate levels of support and challenge.
- Use assessment data to inform instructional decisions and monitor student progress.

04. Utilize Specialized Teaching Strategies:

- Apply evidence-based teaching strategies and interventions for children with specific disabilities or learning needs (e.g., visual supports, assistive technology, behavior management techniques, play-based learning).
- Implement strategies to promote communication and social interaction skills.
- Use strategies to support children's emotional and behavioral regulation.

05. Create Supportive Learning Environments:

- Create inclusive and supportive learning environments that are physically accessible, emotionally safe, and culturally responsive.
- Adapt the physical environment to meet the needs of children with disabilities (e.g., sensory considerations, mobility supports).
- Foster positive relationships and collaboration with families, specialists, and other professionals.

06. Collaborate with Professionals and Families:

- Understand the roles and responsibilities of various professionals involved in supporting children with special needs (e.g., special education teachers, therapists, psychologists).
- Develop effective communication and collaboration skills to work with families and other professionals.
- Advocate for the rights and needs of children with disabilities and their families.

07. Reflect and Apply:

- Reflect on their own beliefs and biases related to children with disabilities and special needs.
- Apply specialized teaching methods to real-world scenarios in early childhood settings.
- Develop a professional identity as an early childhood educator who is knowledgeable, inclusive, and committed to supporting the success of all children.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100

RECOMMENDED READINGS (REFERENCES)
<ol style="list-style-type: none">1. Berk, L.E. (2018). <i>Development Through the Lifespan</i>. 7th ed. Boston: Pearson.2. Friend, M. & Cook, L. (2017). <i>Interactions: Collaboration Skills for School Professionals</i>. 8th ed. Boston: Pearson.3. Dunn, L.M. & Dunn, K. (2010). <i>Teaching Young Children with Special Needs</i>. 3rd ed. Upper Saddle River, NJ: Pearson.

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 012		
Unit Title	: Protecting Children in Early Childhood and Care Environment		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
students will review their home country’s legislation, guidance, policies, practices and procedures that underpin the protection of children through the provision of a healthy and safe environment. Through this unit, students will apply the knowledge gained by demonstrating the skills needed across a range of technical or professional work activities for protecting children and encompassing the ongoing need for health and safety practices in an early childhood education and/or care setting.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
<div>(a) Describe key guidance and legislation relating to safeguarding and child protection.</div> <div>(b) Explore the roles and responsibilities of practitioners and organizations in the early education and care sector with regards to keeping children safe and protected.</div> <div>(c) Examine the role of early childhood practitioners in relation to multi-agency working.</div> <div>(d) Implement policies and procedures regarding safeguarding, child protection and health and safety and discuss their effectiveness.</div>			

COURSE CONTENTS

01. Describe key guidance and legislation relating to safeguarding and child protection

- Legislation and guidance
- Definitions Characteristics of national and international legislation and guidance, benefits and drawbacks
- Distinction between legislation and guidance
- Relationship between child protection, safeguarding and health and safety in early education and care environments
- Definitions of child protection, safeguarding, health and safety
- The practitioner's role
- Management and review of policy and procedures
- Taking a holistic approach to safeguarding or protecting children
- Multi-agency working Identification and management of risk Purposes of legislation and guidance to safeguard and protect children
- Promoting recognition and vigilance: signs and symptoms
- Minimizing and/or addressing the effects of abuse, including physical, emotional, sexual and neglect
- Minimizing risk of and/or addressing issues regarding safeguarding concerns e.g. child sexual exploitation and trafficking, domestic abuse, truancy, forced marriage and honor-based violence, online abuse and cyber-bullying

02. Explore the roles and responsibilities of practitioners and organizations in the early education and care sector with regards to keeping children safe and protected

- Key terms and their application to the roles and responsibilities of different practitioners and organizations in the early education and care sector Abuse categories, signs and symptoms as defined in relevant international and national legislation and guidance.
- Working Together to Safeguard Children (2018)
- Procedure Early Intervention Risk assessment other terminology practitioners should be familiar with as specific to own home region,
- Multi-Agency Safeguarding Hub (MASH),
- Designated Safeguarding Lead,
- Influence of legislation and guidance on the work of practitioners i.e. organizational policy and procedures, ethics and ethical practice, best practice, early intervention, risk assessment.
- Policies and procedures
- Implementing the best child care policies and challenges.

03. Examine the role of early childhood practitioners in relation to multi agency working

- Multi-agency working
- Models of multi-agency working, partnership working, early intervention The role of self-

reflection when working in a multi-agency team

- Common goals and unique contributions
- Minimizing risk factors Impact that a multi-agency approach can have for children and families
- Appropriate information sharing i.e. necessary, proportionate, relevant, adequate, accurate, timely and secure
- Supporting colleagues through a model of multi-agency working National strategies to support multi-agency approaches to child protection, child safeguarding practice review panel partners, consisting of local authorities, clinical commissioning groups and local area police.

04. Implement policies and procedures regarding safeguarding, child protection and health and safety and discuss their effectiveness

- Implementation of policies and procedures
- Demonstrating compliance with health, safety and risk management procedures, including the prevention and control of infection.
- Control of substances hazardous to health
- Safe use of learning and development resources, specialist equipment and aids to support children, including those with special educational needs and disabilities
- Completing accurate records and reports regarding health, safety and risk management issues
- Actions to take when health, safety and risk management practices and procedures are not being complied with Supporting other staff to comply with legislative and organizational health, safety and risk management policies, procedures and practices in work

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. BECKETT, C. (2007) Child Protection: An Introduction. London: Sage Publishing. 2. GILBERT, N., PARTON, N. and SKIVENES, M. (2011) Child Protection Systems International Trends and Orientations. Oxford: Oxford University Press. 3. LINDON, J. and WEBB, J. (2016) Safeguarding and Child Protection: Linking theory and Practice. London: Hodder Education. 4. HOLGUIN, M., FLUKE, J. and KRUGMAN, R. (2018) National Systems of Child Protection: Understanding the International Variability and Context for Developing Policy and Practice. New York: Springer International Publishing. 	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 013		
Unit Title	: Science & Mathematic Education		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
This module provides a foundational understanding of science and mathematics concepts essential for early childhood education. It emphasizes inquiry-based, hands-on, and play-based learning approaches appropriate for young children. Students will explore scientific inquiry, observation skills, basic mathematical concepts such as counting, number sense, shapes, patterns, measurement, and data analysis. The syllabus also focuses on strategies for integrating these subjects into the ECE curriculum to foster children's natural curiosity, critical thinking, and problem-solving abilities.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
(a) Understand the developmental significance of science and mathematics in early childhood.			
(b) Identify and apply age-appropriate inquiry-based teaching methodologies.			
(c) Plan and facilitate hands-on activities that promote scientific thinking and mathematical understanding.			
(d) Foster children's curiosity, observation skills, and problem-solving abilities.			
(e) Integrate science and mathematics concepts across various curriculum areas.			
(f) Develop strategies for creating a stimulating and supportive learning environment for STEM exploration.			

COURSE CONTENTS

01. Foundations of Science and Math in ECE

- Introduction to STEM in Early Childhood. Developmental benefits of early science and math. Understanding inquiry-based learning and constructivism.
- The Role of Play in STEM. How play facilitates scientific exploration and mathematical thinking. Creating a STEM-rich environment.

02. Scientific Inquiry and Exploration

- Observation and Exploration Skills. Developing children's senses and observational abilities. Using tools for observation (magnifying glasses, charts).
- Living Things and Life Cycles. Exploring plants, animals, and basic biological concepts. Simple experiments related to growth and change.
- Physical Science Concepts. Introduction to concepts like motion, gravity, buoyancy, magnetism, and states of matter through hands-on activities.
- Earth and Space Science. Exploring weather, seasons, day/night cycles, and basic concepts about the Earth and sky.
- Simple Scientific Processes. Introduction to prediction, experimentation, data collection (simple graphing), and drawing conclusions.
- Integrating Science Across the Curriculum. Planning thematic units that incorporate scientific inquiry into literacy, art, and social studies.

03. Mathematical Concepts and Reasoning

- Number Sense and Counting. Developing understanding of quantity, one-to-one correspondence, and number recognition.
- Basic Operations and Problem Solving. Introduction to concepts of addition and subtraction through manipulatives and real-life scenarios.
- Geometry and Spatial Reasoning. Exploring shapes, positional language, and spatial relationships through building and manipulation.
- Patterns and Sorting. Identifying, creating, and extending patterns. Sorting and classifying objects based on attributes.
- Measurement Concepts. Exploring non-standard and standard measurement (length, weight, volume, time) through hands-on activities.
- Data Analysis and Graphing. Collecting simple data, representing it visually (pictographs, bar graphs), and interpreting the results.

04. Planning and Assessment in ECE STEM

- Planning Effective STEM Activities. Designing inquiry-based lessons and learning centers. Integrating STEM into daily routines.
- Adapting for Diverse Learners. Strategies for supporting children with different learning styles and needs in STEM exploration.
- Observing and Documenting STEM Learning. Methods for assessing children's understanding and skills through observation, portfolios, and anecdotal records.
- Resources and Technology. Identifying quality STEM resources, manipulatives, and age-appropriate technology for ECE settings.

ASSESSMENT CRITERIA		% OF MARKS
End Semester Assignment:		
Viva / Presentation:		
Classroom Activity (Exam)		
Total		100
RECOMMENDED READINGS (REFERENCES)		
<ol style="list-style-type: none"> 1. Sarama, J. and Clements, D.H. (2012). Early Childhood Mathematics Education Research. New York: Routledge. 2. Ginsburg, H.P. and Golbeck, S.L. (2004). 'Mathematical and Scientific Development in Early Childhood'. Early Childhood Research Quarterly, 19(1), pp. 1-12. 3. MacDonald, A. (2018). Mathematics in Early Childhood Education: A Guide for Pre-Service Teachers. London: SAGE Publications. 		

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 014		
Unit Title	: Research Methodology Project		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
To equip early childhood education students with the fundamental knowledge and practical skills necessary to design, conduct, and analyze a small-scale research project related to early childhood education, fostering their ability to critically evaluate research and contribute to the field.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
(a) Understand the research project			
(b) Develop research questionnaires and literature review			
(c) Research writing methodology			
(d) Presenting the research and methodology			
COURSE CONTENTS			
01. Understand the Research Process:			
• Explain the key steps involved in the research process, including identifying a research question, reviewing literature, selecting a methodology, collecting and analyzing data, and reporting findings.			
• Differentiate between qualitative and quantitative research approaches and their applications in early childhood education.			
• Understand the importance of ethical considerations in research, including informed consent, confidentiality, and data integrity.			
02. Develop a Research Question and Literature Review:			
• Identify a relevant and focused research question related to early childhood education.			
• Conduct a comprehensive literature review, synthesizing existing research to provide a			

theoretical framework and context for their study.

- Critically evaluate the strengths and limitations of existing research.

03. Select and Apply Research Methods:

- Select appropriate research methods (e.g., observation, interviews, surveys, document analysis) based on their research question and the nature of the study.
- Develop data collection tools and procedures (e.g., observation protocols, interview guides, survey instruments).
- Demonstrate proficiency in collecting data ethically and systematically.

04. Analyze and Interpret Data:

- Analyze data using appropriate methods (e.g., thematic analysis for qualitative data, descriptive statistics for quantitative data).
- Interpret data findings in relation to their research question and the existing literature.
- Identify patterns, themes, and significant findings.

05. Write a Research Report:

- Organize and write a clear, concise, and well-structured research report, including an introduction, literature review, methodology, findings, discussion, and conclusion.
- Present their findings in a professional and accessible manner, using appropriate tables, figures, and other visual aids.
- Adhere to a consistent citation style (e.g., APA, MLA, Harvard).

06. Critically Evaluate Research:

- Critically evaluate research studies, identifying strengths, weaknesses, and potential biases.
- Understand the limitations of their own research and suggest areas for future research.
- Apply research findings to inform their practice in early childhood education.

07. Present and Discuss Research Findings:

- Present their research findings to peers and/or faculty in a clear and engaging manner.
- Participate in discussions about research methodology, findings, and implications.
- Develop their skills in communicating research to different audiences.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. Cohen, L., Manion, L. & Morrison, K. (2018). Research Methods in Education. 8th ed. London: Routledge. 2. Fraenkel, J.R., Wallen, N.E. & Hyun, H.H. (2019). How to Design and Evaluate Research in Education. 10th ed. New York: McGraw-Hill Education. 3. Mertler, C.A. (2016). Introduction to Educational Research. 5th ed. Los Angeles: Sage Publications. 	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 015		
Unit Title	: Special Needs Education		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
To equip early childhood education students with the knowledge, skills, and dispositions necessary to effectively support the learning and development of young children with diverse abilities and needs, fostering inclusive and equitable educational environments.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to; (a) Understand the foundations of special needs education (b) Identify and understand diverse disabilities needs (c) Implement Effective Assessment and Intervention Strategies (d) Evaluate the social learning environment, family engagement and social emotional needs.			
COURSE CONTENTS			
01. Understand the Foundations of Special Needs Education: <ul style="list-style-type: none">Define and explain the key principles of special needs education, including inclusion, individualized instruction, and differentiated learning.Describe the historical and legal frameworks that shape special needs education, including relevant legislation (e.g., IDEA in the US, similar laws in other countries).Analyze the ethical considerations and professional responsibilities of educators working with children with special needs. 02. Identify and Understand Diverse Disabilities and Needs: <ul style="list-style-type: none">Identify and describe the characteristics, causes, and prevalence of various disabilities and developmental delays commonly encountered in early childhood settings (e.g., autism			

spectrum disorder, intellectual disabilities, learning disabilities, speech and language impairments, physical disabilities, sensory impairments, emotional and behavioral disorders).

- Recognize the impact of disabilities on children's learning, development, and social-emotional well-being.
- Understand the importance of early identification and intervention.

03. Implement Effective Assessment and Intervention Strategies:

- Describe various assessment methods used to evaluate children's development and identify their strengths and needs (e.g., observation, standardized assessments, play-based assessment, curriculum-based assessment).
- Develop and implement individualized education programs (IEPs) or similar plans, including setting goals, selecting appropriate interventions, and monitoring progress.
- Utilize evidence-based instructional strategies and interventions to support children's learning and development (e.g., differentiated instruction, assistive technology, positive behavior supports, communication strategies).

04. Create Inclusive and Supportive Learning Environments:

- Design and create inclusive classroom environments that are physically accessible, emotionally safe, and culturally responsive.
- Adapt curriculum, materials, and activities to meet the diverse needs of all children.
- Implement strategies to promote social inclusion, peer interaction, and positive relationships among all children.

05. Promote Collaboration and Family Engagement:

- Understand the importance of collaboration with families, specialists, and other professionals to support children's success.
- Develop effective communication and collaboration skills to work with families, including sharing information, addressing concerns, and involving families in decision-making.
- Advocate for the rights and needs of children with disabilities and their families.

06. Address Behavioral and Social-Emotional Needs:

- Understand the causes and functions of challenging behaviors.
- Implement positive behavior support strategies to prevent and address challenging behaviors.
- Promote children's social-emotional development, including self-regulation, emotional literacy, and social skills.

07. Reflect and Apply:

- Reflect on their own beliefs, attitudes, and biases related to children with disabilities and special needs.
- Apply the principles of special needs education to real-world scenarios in early childhood settings.
- Develop a professional identity as an early childhood educator who is knowledgeable, inclusive, and committed to supporting the success of all children.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100

RECOMMENDED READINGS (REFERENCES)

1. **Odom, S.L., Buysse, V. & Soukoulis, S. (2011).** *Inclusion for Young Children with Disabilities: A Review of the Literature. Journal of Early Intervention*, 33(4), pp. 305-320.
2. **Snyder, P.A. & McGhee, R. (2016).** *Teaching Young Children with Special Needs: A Practical Guide*. 2nd ed. New York: Routledge.
3. **Guralnick, M.J. (2011).** *Why Early Intervention Works: A Systems Perspective. Infants & Young Children*, 24(1), pp. 6-28.

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
SCHOOL OF TEACHING
DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 016		
Unit Title	: Classroom & School Management		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
This module equips aspiring early childhood educators with the essential knowledge and skills to effectively manage a classroom and contribute to the smooth operation of an early childhood center. It covers key aspects of creating a positive and stimulating learning environment, implementing effective behavior management strategies, planning and organizing curriculum, fostering strong family partnerships, ensuring health and safety, and understanding the legal and ethical responsibilities within an ECE setting.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to; (a) Create and maintain a safe, healthy, and nurturing learning environment. (b) Develop and implement effective positive behavior management strategies. (c) Plan and organize curriculum activities to meet diverse learning needs. (d) Establish and foster positive relationships with families and the community. (e) Understand and adhere to health, safety, and legal/ethical standards in ECE. (f) Develop foundational skills for managing an ECE classroom and contributing to school-wide operations.			

COURSE CONTENTS

01. Creating a Positive Learning Environment

- The Role of the ECE Professional. Understanding the responsibilities and impact of classroom management. Establishing a positive classroom climate.
- Designing the Physical Environment. Creating stimulating and age-appropriate learning spaces. Organizing materials and centers for effective learning and flow.
- Establishing Routines and Transitions. Developing predictable schedules and managing transitions smoothly to minimize disruptions and maximize learning time.
- Building a Community of Learners. Fostering respect, cooperation, and positive social interactions among children. Setting clear expectations.

02. Behavior Management Strategies

- Understanding Child Behavior. Exploring the reasons behind children's behavior (developmental, environmental, emotional). Positive discipline vs. punishment.
- Proactive Behavior Support. Strategies for preventing challenging behaviors through environmental design, clear expectations, and engaging activities.
- Responsive Behavior Management. Effective techniques for addressing challenging behaviors in the moment (e.g., redirection, logical consequences, positive reinforcement).
- Social-Emotional Learning (SEL) Integration. Teaching self-regulation, empathy, conflict resolution, and problem-solving skills.

03. Curriculum Planning and Implementation

- Curriculum Frameworks and Approaches. Overview of common ECE curriculum models (e.g., play-based, Reggio Emilia, Montessori). Alignment with developmental standards.
- Activity Planning. Developing engaging, age-appropriate lesson plans and learning experiences that meet diverse needs.
- Observation and Assessment. Techniques for observing children's learning and development. Documenting progress and using assessment data to inform planning.

04. Family and Community Engagement

- Building Partnerships with Families. Effective communication strategies, conducting parent-teacher conferences, involving families in the classroom.
- Community Resources and Collaboration. Utilizing community resources and building positive relationships with families and colleagues.

05. Health, Safety, and Legal Considerations

- Health and Safety Policies. Understanding and implementing policies for hygiene, nutrition, illness prevention, and accident prevention.
- Creating a Safe Environment. Identifying and mitigating potential hazards. Emergency preparedness and response plans.
- Legal and Ethical Responsibilities. Understanding child protection, confidentiality, mandated reporting, and professional ethics in ECE.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100

RECOMMENDED READINGS (REFERENCES)
<ol style="list-style-type: none">1. Bodrova, E. and Leong, D.J. (2015). Tools of the Mind: The Vygotskian Approach to Early Childhood Education. 2nd ed. Pearson.2. Gordon, A.M. and Browne, K.W. (2016). Beginning Yourself, Beginning Your Career: An Introduction to Early Childhood Education. 10th ed. Pearson.3. Isenberg, J.P. and Doll, L.E. (2017). Introduction to Early Childhood Education: Professionalism, Leadership, and Governance. 3rd ed

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
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DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE – 017		
Unit Title	: Measurement and Evaluation		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
To equip early childhood education students with the knowledge and skills necessary to effectively measure and evaluate children's learning and development, as well as the effectiveness of educational programs and practices, using a variety of assessment methods.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to; (a) Understand the principles of Assessments (b) Explore Various Assessment Methods (c) Analyze and Use Assessment Data: (d) Evaluate Early Childhood Programs and Practices: (e) Understand the Role of Standardized Assessments:			

COURSE CONTENTS

01. Understand the Principles of Assessment:

- Define and explain the key principles of assessment, including validity, reliability, fairness, and ethical considerations.
- Differentiate between formative and summative assessment and their purposes in early childhood education.
- Understand the role of assessment in informing instruction, guiding curriculum development, and communicating with families.

02. Explore Various Assessment Methods:

- Describe and compare various assessment methods commonly used in early childhood education (e.g., observation, portfolios, checklists, rating scales, anecdotal records, work samples, standardized assessments, play-based assessments).
- Understand the strengths and limitations of each assessment method.
- Select appropriate assessment methods based on the learning objectives, developmental domains, and the needs of the children.

03. Administer and Interpret Assessments:

- Administer assessment tools and procedures accurately and ethically.
- Collect and record assessment data systematically and objectively.
- Interpret assessment data to identify children's strengths, needs, and progress.

04. Analyze and Use Assessment Data:

- Analyze assessment data to inform instructional decisions and differentiate instruction.
- Use assessment data to monitor children's progress and adjust teaching strategies as needed.
- Use assessment data to communicate children's progress to families, colleagues, and other stakeholders.

05. Evaluate Early Childhood Programs and Practices:

- Understand the principles of program evaluation.
- Develop and implement basic program evaluation strategies to assess the effectiveness of early childhood programs and practices.
- Use evaluation data to improve program quality and inform decision-making.

06. Understand the Role of Standardized Assessments:

- Understand the purpose and limitations of standardized assessments in early childhood education.
- Interpret standardized assessment results and use them appropriately.
- Advocate for the appropriate use of standardized assessments and their role in early childhood education.

07. Reflect and Apply:

- Reflect on their own biases and assumptions related to assessment.
- Apply assessment principles and practices to real-world scenarios in early childhood settings.
- Develop a professional identity as an early childhood educator who is knowledgeable, reflective, and committed to using assessment to support children's learning and development.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. Odom, S.L., Buysse, V. & Soukoulis, S. (2011). <i>Inclusion for Young Children with Disabilities: A Review of the Literature. Journal of Early Intervention</i>, 33(4), pp. 305-320. 2. Denscombe, M. (2017). <i>The Good Research Guide: For Small-Scale Social Research Projects</i>. 4th ed. Maidenhead: Open University Press. 3. Cohen, L., Manion, L. & Morrison, K. (2018). <i>Research Methods in Education</i>. 8th ed. London: Routledge. 	

**ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION & CARE - DETAILED
CURRICULUM
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Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 018		
Unit Title	: Child Centered Practice with Children Families & Communities		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
The unit examines different transitions that children may experience throughout early childhood and how to work in partnership with parents and other family members and/or caregivers. Students will also explore their role and influence in early education and care through engaging the wider community of the child; in relation to supporting children’s wellbeing, development and learning, to include developing and raising awareness of social issues facing children in the local community.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to;			
(a)Explore the role of the early childhood practitioner in relation to child-centered practice.			
(b) Reflect on own personal values and those of others which support child-centered practice.			
(c)Communicate effectively with caregivers to promote the child’s wellbeing, development, learning and social inclusion in early childhood education and care.			
(d) Explain the importance of working with communities, including awareness of raising social issues facing children.			

COURSE CONTENTS

01. Explore the role of the early childhood practitioner in relation to child centered practice

- Definitions of child-centered practice.
- Ensuring the child's views are being heard, identifying their needs.
- Taking into consideration the physical, intellectual, emotional, socio-cultural, linguistic needs of the individual child in planning and delivery.
- Establishing stable relationships with professionals and an environment of trust.
- Planning and providing education and care that meets the child's individual needs.
- Ensuring resources available meet the range of needs of children accessing the setting
- Ensuring safeguards are in place to ensure a safe, friendly and welcoming environment for all
- Ensuring the child and their family play an active role in the planning, delivery and assessment of education and care provided
- Developing relationships between parents and staff that are not hierarchical, but are consultative and complementary

02. Reflect on own personal values and those of others which support child centered practice

- Education and training, e.g. qualifications relevant to high-quality practice for the field, self-directed and ongoing professional development
- Commitment to the principles of democracy, social justice and sustainability
- Commitment to fair, inclusive and transparent policy and practice
- Respecting and valuing individuals across the spectrum of differences, e.g. in relation to age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation
- Commitment to the principles of democracy, social justice and sustainability
- Commitment to fair, inclusive and transparent policy and practice
- Respecting and valuing individuals across the spectrum of differences, e.g. in relation to age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation
- Respecting the rights of all children as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported

03. Communicate effectively with caregivers to promote the child's wellbeing, development, learning and social inclusion in early childhood education and care

- Provide the child and family with effective support Increase parents' or caregivers' skills, confidence and involvement, including leadership, enabling and empowering them.
- Support the child and family in making connections within the setting, and the local community.

- Support practitioners in providing relevant and meaningful education and care that facilitates progress and development.
- Plan and provide additional services or activities that nurture the child and their important relationships.
- Establishing rapport and respectful, trusting relationships with children, young people, their families and caregivers.
- Developing and using effective communication systems and tools, appropriate to the audience.
- Reporting on children's progress and development, discussing families' concerns and responding appropriately.
- Building rapport and developing relationships using different and relevant forms of communication.

04. Explain the importance of working with communities, including awareness of raising social issues facing children

- Impact of societal inequalities on the child's wellbeing and progress, e.g. poverty, access to services, housing, living standards, health, disability, employment patterns and demands.
- Underpinned by the responsibility of early childhood and care practitioners to children and their families to act in the child's best interest and maximize children's opportunities to thrive
- Addressing the impact of policy on a local and organizational level on community cohesion, support and family relationships, and the experience of the child.
- Ensuring clear boundaries between own role, the role of the parent/caregiver, family member or friends, and the roles of other professionals working in a multidisciplinary team when working in communities.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. BROTHERTON, G. DAVIES, H. and MCGILLIVARY, G. (2010) Working with Children, Young People and Families. London: Sage Publishing. 2. EDMOND, N. and PRICE, M. (2012) Integrated Working with Children and Young People: Supporting Development from Birth to Nineteen. London: Sage Publishing. 3. GAMMER, C. (2009) The Child's Voice in Family Therapy: A Systemic Perspective. New York: W.W. Norton and Company. 	

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CURRICULUM
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DREAM OF ARTS.**

Diploma In Early Childhood Education

COURSE DETAILS			
Unit Code	: DECE - 019		
Unit Title	: Maternal and Child Health Education		
Unit Type	: Core		
Credits	: 04		
Hours Allotted	Direct Lecture Hours	30	Total 60
	Practical / Self Learning Hours	30	
	Assignments / Evaluation		
OBJECTIVES OF THE MODULE			
students will learn how ill-health and hospitalization impact upon the individual child and their family. Students will explore the historical context of the development of play within healthcare settings, including government frameworks and the important role of voluntary organizations. This unit will give students the opportunity to explore the range of play programs available for children who are unwell in healthcare-related environments and the important role of the Health Play Specialist within the multidisciplinary team.			
INTENDED LEARNING OUTCOMES			
At the end of this module, the learners will able to; (a)Review the impact of ill-health and hospitalization on the child, parents or caregivers and siblings. (b) Explore the historical context of the development of play within healthcare settings. (c)Explore the range of therapeutic play programs for children who are unwell in a variety of settings. (d) Discuss the role of healthcare play specialists within the multidisciplinary team caring for the unwell child.			
COURSE CONTENTS			
01. Review the impact of ill-health and hospitalization on the child, parents or caregivers and siblings. • Impact on the child Holistic progress and development, links between physical, psychological and social wellbeing Stress and anxiety due to fear of the unknown Fear of treatment, procedures, medical equipment Bewilderment at unfamiliar sights, sounds, smells, routines and food Frustration, boredom, restriction, helplessness,			

dependence with no means of expression.

- How a child may express their feelings - Expressions of protest and anger, Clinginess and insecurity around being left, even for very short periods of time, Loss of interest in play materials, Regression from newly acquired skills.
- Examples of impact on parents and caregivers who stay with their unwell child - Anxiety about their sick child, Separation from normal support of family and friends, Unfamiliar surroundings, Hospital routine The long hospital day, with associated boredom and isolation.
- Examples of impact on siblings Fear of what they do not know, Resentment that unwell child is taking so much of parents' time and attention, Guilt that it could be their fault in some way, Jealousy that unwell child is given presents and does not have to do schoolwork, Isolation through being separated from parents, cared for by others and not being told what is happening.

02. Explore the historical context of the development of play within healthcare settings

- Historical timeline within the UK Robertson and Robertson (1952), 'A Two-Year-Old Goes to Hospital' Platt Report (1955), National Association for the Welfare of Children in Hospital (1963), National Association of Hospital Play Specialists (NAHPS) (1975), The first training course for Hospital Play Specialists established (1973), Department of Health Expert Group on Play (1976).
- Impact of government frameworks - e.g. Setting standards for children throughout the health and social care services on offer to them Promoting hospital services that are both child- and family-centered Emphasizing the agency of parents as 'experts' on their children and role in accompanying their child throughout their hospital stay The role and importance of the play specialist involved in the care of children in hospital, recommendations regarding access to a hospital play specialist.

03. Explore the range of therapeutic play programs for children who are unwell in a variety of settings

- Range of play programs - Managing unplanned/emergency admissions through familiarizing all children with healthcare experiences, e.g. hospital role play within the early education or care setting; 'Well Teddy' clinic offered by children's hospitals; visits to early education and care settings by Health Play Specialist to deliver a Hospital Awareness Scheme, other program as relevant to own home nation.
- Therapeutic play programs and benefits - Pre-admission play programs: medical play preparation to help children understand their illness and treatment prior to admission, Distraction play: to help children cope better during their treatment and procedures, post-procedural play: to enable children to make sense of what has happened and explore their feelings in a safe and secure environment.

04. Discuss the role of healthcare play specialists within the multidisciplinary team caring for the unwell child

- Range of professionals working within the multidisciplinary team e.g. medical and

nursing staff; speech and language therapists; occupational therapists; physiotherapists; dieticians; psychologists; specialist nurses; teachers and learning support assistants.

- Role of Healthcare - Play Specialist Organizing daily normalizing play services in the playroom or at the child's bedside, providing play to achieve developmental goals, advising parents or caregivers and staff on appropriate play for sick and injured children, using play to prepare children for hospital procedures such as injections, scans, investigations, surgery. Contributing to clinical judgements through documentation and through their observations.

ASSESSMENT CRITERIA	% OF MARKS
End Semester Assignment:	
Viva / Presentation:	
Classroom Activity (Exam)	
Total	100
RECOMMENDED READINGS (REFERENCES)	
<ol style="list-style-type: none"> 1. HUBBUCK, C. (2009) Play for Sick Children: Play Specialists in Hospitals and Beyond. London: Jessica Kingsley Publishers. 2. TONKIN, A. (ed.) (2014) Play in Healthcare: Using Play to Promote Child Development and Wellbeing. London: Routledge. 3. COYNE, I. and KIRWAN, L. (2012) 'Ascertaining children's wishes and feelings about hospital life', Journal of Child Health Care, vol. 16, no. 3, pp. 293–304. 4. HAYES, A. (2011) 'All about the role of ... Hospital Play Specialist', Nursery World, 27 June. 	