

CHILD CARE PERSONNEL COURSE (BASIC)



INSTITUTE
OF
EDUCATION



CONDUCTED BY
DEPT OF EARLY CHILDHOOD EDUCATION
SCHOOL OF EDUCATION AND DEVELOPMENT STUDIES

P R E F A C E

The Course Handbook sets out the 120-hour programme for the Basic training and preparation of Pre School Teachers. This is the first component of the total programme that will cater eventually for the training and upgrading of other personnel which include the Senior Teachers, Principals, Supervisors as well as the preparation of Teacher Trainers.

The programme consists of four inter-related aspects, namely :

- 1 Principles of Development and Child Care Programming
- 2 The Beginning Learning Experiences of the Child
- 3 The Creative Teaching of Music and Art
- 4 Nutrition, Health & Safety for Young Children
- 5 The Practicum, which provides the focus for the integration of theory and practice in the teaching, supervision and management of Pre-school children.

BASIC CHILD CARE PERSONNEL COURSE

DURATION : 120 Hours

RATIONALE : This course lays special emphasis on the practical aspects of teaching young children and on the implementation of the pre-school programme.

Course participants are required to attend all lectures and participate fully in all sessions.

Students will be assessed by their course lecturers. The mode of assessment will be in the form of assignments and the Practicum.

OBJECTIVES : The Programme prepares teachers :

- 1 To demonstrate knowledge of early childhood education in the areas of child development and the understanding of young children.
- 2 To be effective in the planning and organisation of classroom activities for young children.
- 3 To demonstrate skills in working with small groups of pre-school children in the area of language arts, and beginning mathematical concepts.
- 4 To work effectively and confidently with young children in the area of music & movement and art & crafts.

PRINCIPLES OF DEVELOPMENT AND CHILD CARE PROGRAMMING (30 HOURS)

HOW CHILDREN GROW AND DEVELOP

- Characteristic Stages of Young Children's Development
- Family and peer group influences
- Emotional and Social Development
- Physical Development
- Cognitive Development and Language.

HOW CHILDREN LEARN

- Observations on how children learn
- Types of learning in young children
- Influences on learning
- Value of play in learning
- Understanding and Management of Children's Behaviour.

FUNCTIONS AND STRUCTURE OF PRESCHOOL CENTRES

- Types of preschool centres in Singapore
- Setting up play/activity areas and learning centres
- Planning and evaluating lessons
- Basic Teaching Skills and Evaluation of these skills
- Working with parents.

PLANNING AN EFFECTIVE CURRICULUM

- Role of the teacher
- Effective teaching strategies
- Programme planning based on children's development, needs and interests
- Implementing an appropriate integrated programme for young children
- Programme scheduling which includes management of routines and groups of children (large and small groups).

REFERENCES :

- 1 Biehler, Robert F., 1981. Child Development : An Introduction
(Second Edition), Houghton Mifflin Company, Boston, USA.
Chapter 1 to 9. (Reference No.: LB 1117 Bie)
- 2 Schickedanz, Judith A. and others, 1983. Strategies for Teaching
Young Children (Second Edition), Prentice Hall, New Jersey, USA.
Chapter 1 to 3. (Reference No.: LB 1523 Str)
- 3 Zaichkowsky, Leonard D., 1980. Growth and Development, C.V.
Mosby Company, St Louis, USA.
Chapter 1 to 3, 6, 8 to 10. (Reference No.: RJ 131 Zai)

RECOMMENDED READING :

- 1 Biggs, John B. & Telfer, Ross, 1981. The Process of Learning. Prentice-Hall of Australia. Chapter 5 - 7, 9 - 11.
(LB 1051 Big)
- 2 Gilley, Jeanne Mack, 1980. Early Childhood Development and Education, 2nd edition. Albany, NY: Delmar.
(LB 1140.2 Gil)
- 3 Hess, Robert D. & Croft, Doreen J., 1981. Teachers of Young Children, 3rd edition. USA: Houghton Mifflin Co.
(LB 1140.2 Hes)
- 4 Manning, Kathleen & Sharp, Ann, 1977. Structuring Play in the Early Years at School. Sussex: Schools Council Publications.
(LB 1137 Sch)
- 5 Margolin, Edythe, 1976. Young Children: Their Curriculum and Learning Processes, NY: Macmillan Publishing Co., Inc.
(LB 1507 Mar)

THE BEGINNING LEARNING EXPERIENCE
OF THE CHILD LEARNING EXPERIENCES (30 HOURS)

LANGUAGE ARTS (15 HOURS)

Speech and listening are the two major means of communication for the young child. This course will focus on the ways in which the Teachers of young children can foster and appraise the development of oral language and listening skills.

Pre-reading activities and approaches designed to promote the child's interest in reading and writing, are introduced.

AN INTRODUCTION TO THE DEVELOPMENT OF LANGUAGE

- Overview of the development of language.
- The importance of 'talk' in the early childhood setting and teacher/pupil interaction.
- Motivating the young language learner - to use the language of instruction in school.

FOSTERING THE USE OF ORAL LANGUAGE AND LISTENING SKILLS:

- tuning in to English through the use of rhymes songs and games based on children's needs and interests
- using picture talk and questioning techniques in the programme
- planning for sharing time in the programme
- demonstrating an awareness of the importance of stories and language activities in children's development
- choosing developmentally appropriate books for young children
- planning for dramatic play and involving young children in appropriate activities.
- showing an awareness of the role of the teacher in fostering language competence
- identifying ways of motivating children to listen and use language.

STARTING OUT WITH READING & WRITING USING A MULTI-SENSORY APPROACH TO
THE DEVELOPMENT OF PRE-READING AND WRITING SKILLS :

- providing visual and auditory discrimination activities
- organising fine motor skills activities
- sequencing pre-reading and writing experiences
- establishing concepts of print which are developmentally appropriate to young children
- building up a basic sight vocabulary
- organisation of a print-rich environment which is developmentally appropriate to young children
- development of the Shared Book & Language Experience Approaches
- early reading strategies - discriminating initial letter sounds and patterns.

FOR YOUR READING :

- 1 Villiers P & G.
Da Da Early Language. The Developing Child Series.
Open Books, 1979.
- 2 Larrick Nancy.
A Parent's Guide to Children's. Reading. Banyan Paperback, 1975.
- 3 Mandel-Celazer Susan. Getting Ready to Read. Prentice Hall, 1980.
- 4 Young P. & Tyre C.
Teach Your Child to Read Fontana Paperback, 1985.
- 5 Nessel & Jones.
Modern Approach to Language Experience.
Teachers College Press, 1961.
- 6 Tough, Joan.
Listening to Children Talking,
Schools Council Publications, 1976.

FOR SCHOOL PURCHASE :

Books :

- 1 E J Arnold Publisher's agent. STORYBOX. (including enlarged books - Mrs Wishy Washy etc)

- 2 Federal Publishers. LEAP Readers - Shape, Animals Paper (including enlarged readers). (Tel: 265-8855).
Cost : \$20.00 for set of 4 books.

*Educational Publications Bureau. LEAP Readers - Magic, Colour. (Tel: 278-0881).
Cost: \$20.00 for set of 4 books.

- 3 Sheila McCullough from Rupert Hart Davis publishers' agent. ONE, TWO, THREE and AWAY (early structured readers).

- 4 *Methuen Educational. READ IT YOURSELF BOOKS, SET A + B.

- 5 June Melser. 'Do you know Word Books'. Published by Methuen Educational

- 6 Phonics blends : GROUP A set ISBN 0.423. 50610-z
GROUP B set ISBN 0.423. 90060-g

Published by *Methuen Educational
11, New Fetter Lane
London EC4P 4EE
United Kingdom

BREAKTHROUGH books, series A, B, C
and Breakthrough Poetry Lollipops
published by LONGMANS.

LANGUAGE BUILDER KIT available from Educational Publications Bureau.
Cost : \$300.00

BEGINNING MATHEMATICAL CONCEPTS (15 HOURS)

This course emphasizes the value of 'play' activities - free and directed, to enhance children's concept development in the area of mathematical skills. It will assist trainee teachers to use manipulative and other instructional materials and to apply them to the development of appropriate mathematical concepts in young children.

THE ROLE OF THE PRESCHOOL TEACHER

Role of the Preschool Teacher in providing developmentally appropriate mathematical experiences for young children.

HOW CHILDREN ACQUIRE MATHEMATICAL CONCEPTS

- sorting, comparing, matching, ordering
- pairing, one-to-one correspondence
- counting
- conservation.

ASPECTS IN THE EARLY CHILDHOOD PROGRAMME WHERE MATHEMATICAL IDEAS ARISE

- Cooking Experiences
- Outdoor Play
- Water and Sand Play
- Block Play
- Meal Time
- Directed Activities etc.

ACTIVITIES TO ENHANCE THE CHILD'S MATHEMATICAL DEVELOPMENT

Introducing activities, games, manipulative materials

Introducing number rhymes, songs, finger plays, stories.

SETTING UP A MATHEMATICAL PROGRAMME

- Providing an appropriate mathematical environment
- Selecting and using materials and apparatus
- Setting up Maths Learning Centers such as :
 - A fruit-shop,
 - post-office
 - & supermarket.
- Guiding of incidental learning in mathematics

REFERENCES :

- 1 Lumb, David and Papendick, Anne. Mathematics 5 - 9.
(A sourcebook of guidance, information of ideas for teachers)
(Reference No.: QA 135.5 Lum)
- 2 Biggs, Edith and Sutton, Joan, 1983. Teaching Mathematics 5 - 9.
(A classroom guide). (Reference No.: QA 135.5 Big)
- 3 Liebeck, Pamela, 1984. How Children Learn Mathematics.
(A guide for Parents and Teachers). (Reference No.: QA 135.5 Lie)
- 4 Copeland, Richard W., 1979. How Children Learn Mathematics.
(Teaching Implications of Piaget's Research).
(Reference No.: QA 135.5 Cop)

CREATIVE APPROACHES TO THE TEACHING OF MUSIC AND ART
(30 HOURS)

Creative expression through the arts whether in language, in music or dance or in visual arts, has an important place in the child care curriculum.

This course aims to prepare the Preschool Teacher to help children express themselves in art and in music.

MUSIC AND MOVEMENT (15 HOURS)

INTRODUCTION TO MUSIC FOR YOUNG CHILDREN

- The value of music experiences for young children.
- The Preschool Teacher's role in promoting creative expression through music.
- The development of children's basic musical concepts through various musical activities.

MUSIC TIME IN EARLY CHILDHOOD PROGRAMMES

Provision of a developmentally appropriate programme in the following areas :

- Listening
- Singing
- Movement
- Playing rhythmic instruments.
- Spontaneous musical activities in the Preschool.

PLANNING AND EVALUATING

- Introducing listening activities
- Presenting songs and dramatisations
- Exploring rhythmic and creative movement
- Introducing rhythmic/non-tuned percussion instrumental playing.

SETTING UP A MUSICAL ENVIRONMENT

- Organising a music corner
- Selecting appropriate music resource materials
- Demonstrating care of rhythmic/percussion instruments
- The role of the teacher, in creating a musical environment.

REFERENCES :

- 1 Shephard, Margaret, 1982. Playgroup Music.
London : Pre-School Playgroup Association.
(Reference No.: LB 1177 She)
- 2 Andress, Barbara, 1980. Music Experiences in Early Childhood.
Holt Rinehart and Winston, New York.
(Reference No.: MII And)
- 3 Ramsey Marjorie E. (Edit) 1984. Its Music!
Chapter 1 Why Music - What Contributes
2 Music Is Beginning.
Association for Childhood Educational International.
(Reference No.: MII Its)
- 4 Ward, Sheila Anstotelous, 1980. Dippitydoo (sound recording):
songs and activities for children. Harlow, Essex : Longman.
(Reference No.: M 1997 War)

ART AND CRAFTS
(15 HOURS)

AN INTRODUCTION TO ART AND CRAFT EXPERIENCES
FOR YOUNG CHILDREN

- Value of art for the young child
- The Preschool Teacher's role in promoting creative expression through art and craft activities.

STAGES IN CHILDREN'S ACQUISITION OF ART AND CRAFT SKILLS

- The Child's View of the World
- Visual and Tactile Perception
- Motor Coordination
- Aesthetic Development.

SUITABLE ART AND CRAFT ACTIVITIES IN THE PRESCHOOL CENTRE

- Drawing
- Painting
- Printmaking
- Cutting and Pasting
- Modelling
- Simple Paper Craft
- Utilization of Junk Materials
- Puppets.

THE TEACHER'S ROLE IN PROVIDING ART AND CRAFT EXPERIENCES

Organising developmentally appropriate Art and Craft Activities during indoor free-choice period

- Methods used in developing art experiences.
- Guiding Children's Art Experiences with respect to :
 - o meeting the needs and interests of young children
 - o selection, presentation, use and care of materials
 - o structuring, and carrying out activities
 - o cleaning up and safety precautions.
 - o setting up an Art Area
 - o displaying children's work
 - o art materials and supplies.

REFERENCES :

- 1 Jenkins, Peggy Davison. Art For The Fun of it : A Guide for Teaching Young Children. (Reference No.: LB 1140.5 Art J)
- 2 Herberhelz Barbara. Early Childhood Art. (Reference No.: N 361 Her)
- 3 Brittain, Whambert. Creativity, Art and the Young Child. (Reference No.: LB 1537 Bri)

MODULE 4 : NUTRITION, HEALTH AND SAFETY OF YOUNG CHILDREN
(15 HOURS)

RATIONALE : This module is designed to prepare child care personnel to deal with children in the areas of nutrition, health and safety. The importance of the caregiver in providing a safe and happy environment during bathtime, meal time, and sleep time is emphasized. Child care personnel will also be equipped with skills to evacuate children in the event of fire.

UNIT 1 : Role of the care-giver in providing a safe environment for the care of children

- preventive measures in the classroom
- preventive measures in the playground

UNIT 2 : Types of common childhood illnesses eg. fever, fits, cough and flu.

Symptoms and Treatment.

Preventive measures to be taken.

UNIT 3 : Nutritional Requirements and Feeding of Young Children.

Care-giver and child interaction at meal times.

Developing a healthy and an enjoyable programme for all meals in a child care centre.

UNIT 4 : Promoting good health habits.

Encouraging children self-independence in dressing up.

UNIT 5 : Types of common accidents which are likely to occur at home and in child care centres.

First aid

Fire safety

- How to evacuate children.
- Demonstration of fire fighting techniques.

PRACTICUM

The practicum involves a period of supervised teaching experience which will provide the participants with the opportunity to try out some of the ideas and theory introduced during the coursework.

MODE OF ASSESSMENT

The Final Assessment of the participants is based on :

	<u>Weightage</u>
1 Assignments (Participants are expected to compile a course file which includes notes, references, reference materials for each component of the course.)	40%
2 Examination	40%
3 Practicum	20%