

Advanced Certificate in Early Years (ACEY)

Module	Module Synopsis
The Developing Child: Birth to Three	In this module, students will learn the skills of observing and documenting children's behaviour in different settings to acquire understanding of children's strengths, needs and interest, developmental milestone and theories of child development and attachment, Students will practice a reflective approach to working with very young children based on information collected through observation and from families. Applications of knowledge of the uniqueness of each child to the utilisation of developmentally and culturally appropriate strategies in daily interactions and learning experiences will be explored. The Early Years Development Framework (EYDF) will also be used to guide practices, including involvement of families.
Health, Safety and Well-being of Infants and Toddlers	In this module, students will learn the standards and procedures to ensure safety of children, well-being, as well as health, hygiene and nutritional needs. They will learn to check for basic ailments and signs of abuse. Appropriate care-giving practices and how to respond when a child is ill, when there is an accident or emergency and how to protect children will be taught. Involving families in the health, safety and well-being of young children will also be covered.
The Reflective Infant Educator	In this module, students will learn to apply the Code of Ethics to the roles of Infant Educators and handling of confidential information of children and families. Students will also learn to manage self and the perspectives of others in the team, exercising flexibility in adapting to changes in order to provide the best care and education for very young children. Students will learn the skills of reflecting on practice to improve learning and future practices.
Responsive Caregiving Routines	In this module, students will learn to apply the 3R strategies and how to interact positively and responsively with children of diverse backgrounds in daily routines. They will learn to plan for a flexible and responsive schedule and the techniques of communication and strategies to guide children throughout the day, including transitions. Students will also learn how to support children's social emotional learning and exercise a reflective attitude towards their team roles as Infant Educators in the early childhood settings and with families.
Environments for Exploration & Play	In this module, students will learn to use observation and documentation of children and apply developmentally appropriate criteria when preparing or modifying the learning environment, selecting materials for exploration and play and setting learning goals. In providing learning experiences for children, students will learn strategies to engage and motivate children, to develop trust and respectful relationship, support children's social and emotional learning and provide behaviour guidance. Students will also learn to evaluate the learning environment, children's experiences and behaviour, reflect and share information with colleagues and families.

Practicum Preparation	In this module, students will practise under simulated conditions the various critical work functions and key tasks required of the job role of a Beginning Infant Educator with timely feedback from facilitators. Key tasks to be covered in class will include documentation of children’s behaviour; routine caregiving that includes health, safety, nutritional and hygiene practices; environment set-up for exploration and play that includes selection of materials and preparation and modification of learning experiences; 3R interaction strategies; verbal and non-verbal communication skills with children, colleagues, families and community stakeholders; reflection on own actions and thinking.
Practicum 1	In this module, students will be attached to infant settings with children 2 to 18 months of age. Students will observe motor development and play behaviours of one infant and use documentation for the focus-child to inform set up or modifications to the learning environment and materials for exploration and play. Students will reflect on the practicum experience with reference to the EYDF guiding principle of The Developing Child and will be assessed on implementation and its supporting documentations, as well as key tasks of critical work functions relevant to this practicum.
Practicum 2	In this module, students will be attached to toddler settings with children from 18 to 30 months of age. Students will observe social and emotional development and play behaviours of one toddler and use documentation for the focus-child to inform set up or modifications to the learning environment and materials for exploration and play. Students will reflect on the practicum experience with reference to the EYDF guiding principle of The Professional Educator and will be assessed on implementation and its supporting documentations, as well as key tasks of critical work functions relevant to this practicum.
Practicum 3	In this module, students will be attached to nursery settings with children from 30 to 36 months of age. Students will observe children’s strengths, needs and interest and use documentation of the group of children to inform set up or modifications to the learning environment and materials for exploration and play. Students will reflect on the practicum experience with reference to the EYDF guiding principles of The Involved Family and The Engaged Community and will be assessed on implementation and its supporting documentations, as well as key tasks of critical work functions relevant to this practicum.
Partnership with Families & Community	In this module, students will learn to take the perspectives of families, apply the code of ethics, communicate effectively and manage challenging situations. They will learn to tap on the resources available in the community to plan for children’s learning experiences and to support their safety and well-being, as well as how to work collaboratively with stakeholders for families. Students will learn to engage families in the daily routines and transitions for children and implement and participate in collaborative practices.