

ECC213e Professional Growth and Development (专业成长与发展)

Level: 2

Credit Units: 5 Credit Units

Language: CHINESE

Presentation Pattern: EVERY JULY

E-Learning: BLENDED - Learning is done MAINLY online using interactive study materials in Canvas. Students receive guidance and support from online instructors via discussion forums and emails. This is supplemented with SOME face-to-face sessions. If the course has an exam component, this will be administered on-campus.

Synopsis:

The professional development of teachers is a dynamic process of teaching and learning. During the process, teachers continue to gain relevant professional knowledge of their growth and development. Their reflective practice of their own pedagogical approaches should spur them towards acquiring new knowledge and skills through professional learning and development. The professional growth stages of the early childhood teacher comprise key characteristics and skills that influence their development. In the pluralistic early childhood environment, teachers must constantly reflect on their own knowledge and skills in teaching, develop their professional learning and apply related research.

ECC213e Professional Growth and Development will enable students to examine the roles and competencies of early childhood educators and stimulate discussion of the influences on their professional development. It will refer to theories and frameworks that relate to development of professional learning, identity and growth of the early childhood educator. These will serve to enhance the understanding of the essentials and essence of professional development in the early childhood education context and the field.

Topics:

- Developing self-awareness of early childhood educators
- The roles and competencies of early childhood educators
- Professional identity and what it means for early childhood educators
- The developmental stages of early childhood educators
- Documenting learning, growth and development
- Evaluating the professional self
- The reflective practitioner
- Developing and presenting a professional portfolio
- Early childhood educators' professional development plan
- Theories and frameworks of professional development internationally and locally
- Planning and developing professional learning communities
- Relevant research in relation to professional development of early childhood educators

Textbooks:

作者： Nancy W. Wiltz、Ocie Watson-Thompson、Hannah S. Cawley、Heather A. Skelley 譯者：廖鳳瑞、陳姿蘭、：《教師專業檔案》 鄭珊珊 /出版社：華騰文化/
ISBN-13: 9789866654541

彭兵 (2013) : 《成就专业的幼儿教师》 北京师范大学出版社
ISBN-13: 9787303143603

彭兵 (2013) : 《成就专业的幼儿教师》 北京师范大学出版社
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ISBN-13: 9789866654541-AA

Learning Outcome:

- Describe the roles and competencies of early childhood educators.
- Interpret the key characteristics and skills that influence the stages of professional development of the early childhood educators.
- Discuss the reflective practices of the early childhood educator and how these can be documented.
- Illustrate ways to improve the teaching and learning competencies of early childhood educators.
- Analyse the status of Singapore's early childhood educators' professional development.
- Relate and apply relevant research towards developing a conducive environment for the professional development of early childhood educators.

Assessment Strategies:

Continuous Assessment Component	Weightage (%)
PRE-COURSE QUIZ	5
TUTOR-MARKED ASSIGNMENT	30
GROUP BASED ASSIGNMENT	15
Sub-Total	50

Examinable Component	Weightage (%)
Written Exam	50
Sub-Total	50

Weightage Total **100**