ADVANCED DIPLOMA IN EARLY CHILDHOOD LEADERSHIP (ADECL)

POST-DIPLOMA CERTIFICATES

1. Post-Diploma Certificate in Fundamentals of Early Childhood Leadership (PDC 1)

1	**Collaborative Leadership** This module will enhance students' knowledge of the role of leaders in fostering a culture of mentoring in the early childhood settings. Students will learn strategies for effective communication that is respectful of diversity, in order to establish structures and support systems for stakeholders' engagement. Knowledge and skills to establish protocols, to address conflicts in relation to staff, families and issues detrimental to the well-being of children will be covered.
2	**Leadership in ECCE Settings** This module will facilitate students' understanding of the differences between leadership and management. Students will reflect on their personal philosophy, values and beliefs and formulate their philosophy as a leader with a vision that guides policy, day-to-day operations and innovation for an early childhood setting. Building an organisational culture of collective responsibility and team accountability through strategic leadership will also be covered.
3	**Instructional Leadership** This module will explore the macro roles of instructional leaders, including staff development and supervision. Students will learn how to lead in the design, implementation, monitoring and evaluation of curriculum and assessment methods that meet the needs of children. Students will also explore methods and models for developing early childhood educators in classroom practice, e.g. through observations and supervision of classroom teaching, for enhanced work performance.

2. Post-Diploma Certificate in Curriculum Leadership in an Early Childhood Setting (PDC 2)

1	**Designing Programmes in ECCE Settings** This module will equip students with the knowledge and skills to lead in the review, planning, and implementation of developmentally appropriate curriculum, including social-emotional learning and character and values education. Support and guidance for teachers to develop observation and assessment tools; communicating with families and eliciting their inputs will also be covered.
2	**Supporting Diversity in ECCE Settings** This module will examine current research in language and culture in early childhood development. Students will explore the socio-cultural aspects and linguistic contexts of development in local early childhood settings in relation to policies and the needs of preschool children from diverse backgrounds. Students will also examine the resources and strategies for developing frameworks for strategic partnership with families and community that support diversity in child-centred early childhood programmes.
3	**Differentiating the Curriculum** This module will explore how the curriculum of an early setting can be adapted to include differentiating instruction that supports the diverse learning needs, interests,

	abilities and potential of children. Students will examine the monitoring, assessing and evaluating, and reviewing processes of the early childhood care and education programme to inform the centre's curriculum. Students will use information of children's learning styles and motivations, and their home learning environment for the design, implementation and review processes of a differentiated curriculum.
4	**Supervised Leadership Practicum I** In this module, students will explore the role of action research in studying issues concerning models of practice. Students will examine current research topics and search for relevant data sources for conducting and writing a literature review. They will use these ICT techniques to further their knowledge and insight about issues concerning teaching, professional practice, the school's partnership with families and engagement with the community and the policies and regulations that govern children's services. In the process, students will show competence as a reflective practitioner.

3. Post-Diploma Certificate in Management in an Early Childhood Setting (PDC 3)

1	**Management of ECCE Settings** This module will explore essential management functions in early childhood settings, including managing operations, planning, organizing, and monitoring programmes. Students will examine the structures and processes for the effective support and coordination of a range of services, financial management for sustainable practices in early childhood settings, and the roles of the government in the development of regulations and policies.
2	**Human Resource Management** This module equips students with an understanding of Human Resource Management in the early childhood context. Students will examine various Human Resource practices aligned to employment laws, including recruitment and selection, performance management, talent identification, and change management. Ethical issues and challenges for leaders in early childhood services, and strategies to cope with them will also be covered.
3	**Professional Development of EC Educators** This module will assist students to develop a high level of awareness of the professional and personal needs of staff at an early childhood setting. Students will be able to grasp theories of team development and skills required for teambuilding to foster a culture of collaboration, trust, motivation, teamwork and continuing professional development. They will design and implement a staff professional development framework and plan, including structures for orientation, induction, and continuing professional development.
4	**Supervised Leadership Practicum II** In part two of the leadership practicum, students will conduct a systematic needs analysis of the early childhood setting, taking into consideration data from colleagues and principal/supervisor and observations using the lens of a leader. An action plan will be developed, implemented and followed with a post-test. Findings will be presented as part of students' professional development and learning in this field practice module.