



AECES

ASSOCIATION FOR EARLY CHILDHOOD EDUCATORS (SINGAPORE)

Certificate in Literacy for Young Learners (CLYL)

Introduction

Many teachers in early childhood classrooms have observed the increasing number of children coming from homes with diverse backgrounds. They become progressively aware that one standard curriculum is not able to meet the needs of all children. Children come to school with different abilities, experiences and speaking different languages. As such, Literacy for Young Learners values individual and experiential variations and takes a strength approach in which it builds on children’s experiences and what they know.

The Vision

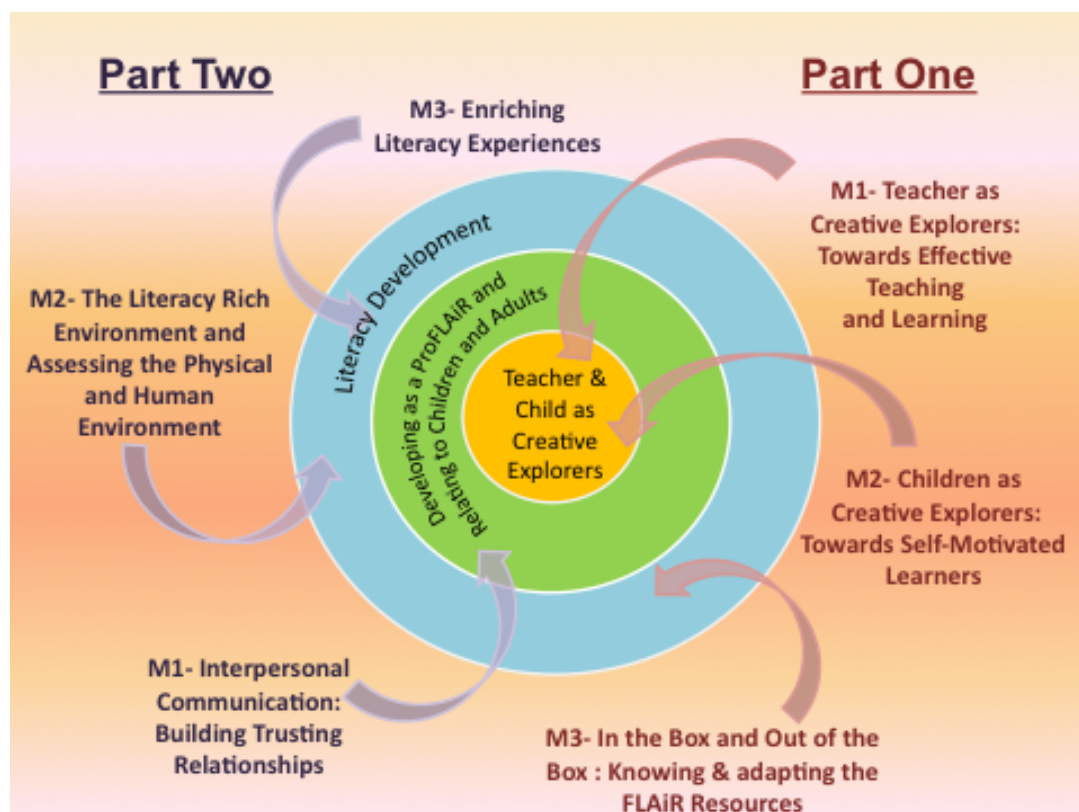
The objectives of this course are to:

- Inspire teachers to “think out of the box”
- Be aware that their creativity will motivate children to be creative explorers
- Relate and communicate with children and adults respectfully
- Be skilful in providing a literacy rich learning environment
- Be skilful in nurturing the disposition to read among diverse learners

With the above objectives, Literacy for Young Learners envisions having **teachers and children as creative explorers.**

The Framework

Based on the framework below, the course is designed in two parts with six modules.



PART I

(78 hours)

1. Teachers as Creative Explorers: Towards Effective Teaching and Learning (6 hours)
2. Children as Creative Explorers: Towards Self-Motivated Learners (30 hours)
3. In the Box and Out of the Box: Knowing and Adapting the FLAiR Resources (42 hours)

PART II

(42 hours)

1. Interpersonal Communication : Relating to Children and Adults (12 hours)
2. The Literacy Rich Environment: Assessing the Environment (15 hours)
3. Enhancing Literacy Experiences (15 hours)

Course Overview

Literacy for Young Learners views language learning as a developmental process which unfolds through a child's early years given the support and nurturing environment. However, how children learn the language differ in how they learn and their pace of learning. In the current classroom context in which there is an increasing number of diverse learners, engaging children in meaningful literacy experiences becomes a real challenge as a standard curriculum will not address all the diverse needs. As such, to meet the diverse needs, literacy teachers need to understand how children develop and learn. To guide us in the learning journey of literacy for young children, we have adopted the textbook: *Literacy for Young Children: A Guide for Early Childhood Educators* by Priscilla L. Griffith, Sara Ann Beach, Jiening Ruan and Loraine Dunn.

In the first chapter of *Literacy for Young Children*, the authors address Children's Development and Literacy Learning. They believe that child development is the foundation for literacy. In this course, child development is presented in the Developing Child as Creative Explorers. The authors also direct us to the foundations for learning to read (Figure 1.1 pg 11) and they are Oral Language, Phonological Awareness, Concepts About Print, Alphabetic Principle and Comprehension. We refer to them as the five pillars of the foundation for learning to read. Guided by the text, an additional module on Teachers as Creative Explorers is included and presented in Part I of the course.

Text Book:

Priscilla L. Griffith, Sara Ann Beach, Jiening Ruan and Loraine Dunn, (2008). *Literacy for Young Children: A Guide for Early Childhood Educators*. Corwin, Thousand Oaks, CA.

ENTRY REQUIREMENT:

5 GCE “O” Level with B4 in EL1 or a minimum band 6.5 in IELTS.

(Diploma holders with at least B4 in GCE “O” Level EL1 are preferred.)

Candidates can be from the early childhood profession or individuals who have shown keen interest to support children’s literacy development.

COURSE FEE: *

PART I

\$1,500.00

PART II

\$1,000.00

CERTIFICATION:

The Certificate of Professional Development will be issued upon completion of the course.

***All fees stated are subjected to 7% GST charges with effect from 1 June 2010.**