

Curriculum For
**Early Childhood
Care and Education(ECCE)**
(ECCE Teacher/Educator)
LEVEL-3



28th November to 2nd December 2022



**National Vocational and
Technical Training Commission (NAVTTC)
Government of Pakistan**

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Introduction

Definition/ Description of the training programme for *Early Childhood Care and Education*

Early childhood, defined as the years between birth and the age of eight, is a period of rapid development, with brain development at its apex. Children are heavily influenced by their environment and the people around them throughout this era. Early childhood care and education (ECCE) is more than just a way to get kids ready for kindergarten. It seeks to meet a child's social, emotional, cognitive, and physical requirements holistically in order to lay a strong and comprehensive foundation for lifetime learning and happiness. ECCE has the potential to raise future citizens who are compassionate, capable, and responsible.

ECCE is thus one of the best investments a government can make to enhance human resource development, gender equality, and social cohesion while also lowering the costs of later remedial programs. According to UNESCO, ECCE plays an important role in compensating for parental disadvantages and reducing educational inequities for disadvantaged children. Learning basic skills is not the main goal of early childhood education. It's a period during which children develop crucial social and emotional skills and a partnership between the child, their parents, and the instructor is formed. When this is done well, the foundation is laid for it to continue throughout the child's schooling.

The Education for All proclamation, as well as subsequent reiterations at World Education Conferences, has elevated Early Childhood Care and Education (ECCE) to the forefront of policy debate in over 180 nations. Pakistan, as a signatory party to the framework, has also pledged to fund ECCE activities in the country. Pakistan is also a signatory to the Education 2030 vision, which was approved in the Incheon Declaration at the World Education Forum 2015 (WEF 2015) in South Korea on May 21, 2015. The Incheon Declaration represents the education community's commitment to Education 2030 and the 2030 Agenda for Sustainable Development (SDG), which recognizes education's critical role as a main engine of development. The provision of quality Early Childhood Care and Education or pre-primary education, regardless of gender or location, is closely linked to SDG target 4.2.

Despite the fact that little has been accomplished under the EFA motto and attempts to develop and execute at least one year of pre-primary education across the country, much remains to be done to ensure quality ECCE in Pakistan. Recognizing the significance of the early years and agreeing that every "child should have the opportunity to grow in an

atmosphere that cherishes children, provides for a safe and secure environment, and respects diversity." The government expanded the scope of the program to cover children aged 0 to 8. The Policy reaffirms that the government would work beyond Early Childhood Education, and that the concept of "Care" will take center stage. As a result, for children and their families, Early Childhood Care and Education would consequently include a synergy of health, nourishment, safety, learning, culture, creativity, arts, musical appreciation, and technology.

Keeping in view the importance of Early Childhood Care and Education, the government supported the development of Competency Standards. These competency standards have been developed by the Qualification Development Committee (QDC) and validated by the Qualification Validation Committee (QVC) with representation from the country's leading departments such as the Institute of Early Childhood Education, Federal Urdu University Karachi, Poverty Eradication Initiatives, Technical Boards and TEVTAs.

National Vocational Qualification Framework (NVQF) as designed in consultation with the stakeholders including academia, researchers, industry, chambers and TEVTAs. Its aim is to identify knowledge & skills required for a qualification, determine equivalence, provide guidelines for Recognition of Prior Learning (RPL) and assure quality of training. NVQF designed for the Vertical and horizontal progression for learners, recognition of qualification, meeting with the national and international standards, facilitate conversion of informal training to formal training through RPL, improvement in quality of training and increased options for learners for selecting training programs in different trades. Competency Standards are performance specification that identify the knowledge and competencies an individual need to succeed in the workplace.

The National Competency Standards could be used as a referral document for the development of curriculum by training institutions.

Purpose of the Training Programme

The purpose of this qualification (set of three occupations) is to set professional standards for Early Childhood Care & Education and to train the unskilled teachers/trainers (men and women) across the country. The skilled labours will serve as key elements to improve the Education Sector. The agriculture sector is diversified and dynamic in nature. Upon successful completion of this course the trainees should be able to know the basic and specific objectives of these qualifications are as under:

- Improve the professional competence regarding Early Childhood Care & Education
- Prepare skilled Early Childhood workforce (workers) by developing work related skills, mastery of underlying knowledge and scientific principles of Early Childhood Care & Education
- Provide continuous professional development to meet the rapid changes in knowledge, attitude, and skills required for an ECCE worker
- Help teachers The early childhood educator professional preparation standards herein are aligned with the five broad categories of educators' decision-making described in depth in the developmentally appropriate practice position statement:
- Help Early Childhood Teachers to use knowledge of child development and learning in context to create a caring community of learners
- Engage teachers in reciprocal partnerships with families and fostering community connections
- Provide guidelines how to observe, document, and assess children's development and learning
- Provide opportunities for teaching to enhance each child's development and learning
- Provide awareness on how to utilize content areas to plan and implement an engaging curriculum designed to meet goals that are important and meaningful for children, families, and the community in the present as well as the future
- Provide the knowledge, skills, and dispositions that early childhood educators need in order to make decisions that exemplify ethical, intentional, and reflective professional judgment and practice.
- Support self-employment.
- Establish a mechanism for recognition of qualification for early childhood workforce

Overall Objectives of Training Programme

The overall objective of the Early Childhood Care and Education program is to enable students to:

The Early Childhood Care and Education qualification consists of level 2-4 theoretical and practical competences, which enabling trainee to learn operational techniques of early childhood care and education.

The main objectives of the Early Childhood Care and Education - Teacher/Educator Level-3 qualification are as follows:

- Identify and implement Workplace Policies and Procedures

- Apply work health and safety practices (WHS)
- Develop Layout Plan (Manually and Digitally) for ECCE Setting
- Practice professional ethics as an Early Childhood educator
- Play and learn
- Use Child Developmental Theories, Observation Methods, and Assessment Techniques
- Strengthen Positive Behavior in Young Children through Yoga &Physical Education (PE)
- Identify Foundation of ECCE
- Promote Health, Safety & Nutrition in early years
- Interact with Music and Movement
- Design early years learning environment
- Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu)
- Implement classroom observation and teaching practice

Competencies to Be Gained After Completion Of Course

- **A-** Identify and implement Workplace Policies and Procedures
- **B-** Apply work health and safety practices (WHS)
- **C-** Develop Layout Plan (Manually and Digitally) for ECCE Setting
- **D-** Practice professional ethics as an Early Childhood educator
- **E-** Play and learn
- **F-** Use Child Developmental Theories, Observation Methods, and Assessment Techniques
- **G-** Strengthen Positive Behaviour in Young Children through Yoga &Physical Education (PE)
- **H-** Identify Foundation of ECCE
- **I-** Promote Health, Safety & Nutrition in early years
- **J-** Interact with Music and Movement
- **K-** Design early years learning environment
- **L-** Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu)
- **M-** Implement classroom observation and teaching practice

Possible Available Job Opportunities Available Immediately and Later In The Future

- Teacher
- Pre-Primary Teacher
- Early Teacher
- Pre-school Teacher
- Child Care Provider
- Day Care Supervisor

Trainee Entry Level

For National Vocational Certificate Level-3 in Early Childhood Care and Education - Teacher/Educator, the entry requirement is Intermediate and National Vocational Certificate in Early Childhood Care and Education - Assistant Teacher/Educator Level-2.

Minimum Qualification of Trainer

- Must be a holder of Bachelor degree in any discipline and 1 year Diploma in Early Childhood Care and Education (With three years of experience as teacher trainer).
- Must be able to perform all competences, given in in “Early Childhood Care and Education - Teacher/Educator Level-3”.

Recommended Trainer: Trainee Ratio

The recommended maximum trainer: trainee ratio for this programme is 1 trainer for 25 trainees.

Medium of Instruction i.e. Language of Instruction

Instruction will be Urdu, English or Regional Language.

Duration of the Course (Total Time, Theory & Practical Time)

This curriculum comprises 09 modules. The recommended delivery time is 600 hours. Delivery of the course could therefore be full time, 5 days a week. Training providers are at liberty to develop other models of delivery, including part-time and evening delivery.

The full structure of the course is as follow:

Module	Theory Days/hours	Workplace Days/hours	Total hours
Module 1: Identify and implement Workplace Policies and Procedures	10	10	20
Module 2: Apply work health and safety practices (WHS)	20	10	30
Module 3: Develop Layout Plan (Manually and Digitally) for ECCE Setting	10	50	60
Module 4: Practice professional ethics as an Early Childhood educator	10	30	40
Module 5: Play and Learn	10	30	40
Module 6: Use Child Developmental Theories, Observation Methods, and Assessment Techniques	10	40	50
Module 7: Strengthen Positive Behavior in Young Children through Yoga &Physical Education (PE)	10	40	50
Module 8: Identify Foundation of ECCE	10	30	40
Module 9: Promote Health, Safety & Nutrition in early years	10	30	40
Module 10: Interact with Music and Movement	10	30	40
Module 11: Design early years learning environment	10	60	70
Module 12: Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu)	20	50	70
Module 13: Implement classroom observation and teaching practice	10	40	50

Summary of Competency Standards

The proposed curriculum is composed of 23 cores along with generic modules that will be covered in 2400 hrs. It is proposed that the course will be delivered in three years period (Level 2-4). The distribution of contact hours (practical & theory) of Level-3 is given below:

- **Theory:** (25%) **Practical** (75%)
- **Theory:** 150hours **Practical:** 450 hours

Sequence of the Modules

Each module covers a range of learning components. These are intended to provide detailed guidance to teachers (for example the Learning Elements component) and give them additional support for preparing their lessons (for example the Materials Required component). The detail provided by each module will contribute to a standardized approach to teaching, ensuring that training providers in different parts of the country have clear information on what should be taught. Each module also incorporates the industrial needs of Pakistan.

The distribution table is shown below:

ECCE Teacher/Educator - 6 Months		
Module 1: Identify and implement Workplace Policies and Procedures 20 Hours	Module 4: Practice professional ethics as an Early Childhood educator 40 Hours	Module 3: Develop Layout Plan (Manually and Digitally) for ECCE Setting 506 Hours
Module 5: Play and Learn 40 Hours	Module 6: Use Child Developmental Theories, Observation Methods, and Assessment Techniques 50 Hours	
Module 7: Strengthen Positive Behavior in Young Children through Yoga &Physical Education (PE) 50 Hours	Module 8: Identify Foundation of ECCE 40 Hours	Module 12: Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu) 70 Hours
Module 10: Interact with Music and Movement	Module 11: Design early years learning environment	

40 Hours	70 Hours	
Module 2: Apply work health and safety practices (WHS)		
30 Hours		
Module 9: Promote Health, Safety & Nutrition in early years		
40 Hours		
Module 13: Implement classroom observation and teaching practice		
50 Hours		

Summary – Overview of the Curriculum

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 1: Identify and Implement Workplace Policy and Procedures Aim: After successful completion of this module, the trainee is competent in Identifying and Implementing Workplace Policy and Procedures	LU1: Identify workplace policy & procedures LU2: Implement workplace policy & procedures LU3: Communicate workplace policy & procedures LU4: Review the implementation of workplace policy & procedures	10	10	20
Module 2: Apply Work Health and Safety Practices (WHS) Aim: After successful completion of this module, the trainee is competent in Applying Work Health and Safety Practices (WHS)	LU1: Implement safe work practices at work place LU2: Participate in hazard assessment activities a work place LU3: Follow emergency procedures at workplace LU4: Participate in OHS consultative processes	20	10	30

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 3: Develop Layout Plan (Manually and Digitally) for ECCE Setting</p> <p>Aim: After successful completion of this module, the trainee is competent in Developing Layout Plan (Manually and Digitally) for ECCE Setting</p>	<p>LU1: Develop Layout Plan for ECCE Setting Manually</p> <p>LU2: Develop Layout Plan for ECCE Setting (Digitally)</p>	10	50	60
<p>Module 4: Practice Professional Ethics as an Early Childhood Educator</p> <p>Aim: After successful completion of this module, the trainee is competent in Practicing Professional Ethics as an Early Childhood Educator</p>	<p>LU1: Organise the Elements of Teacher Development</p> <p>LU2: Explore NAEYC Learning Opportunities in Professional Development</p> <p>LU3: Synthesise the Universal Needs And Potential of Children Under UNCRC.</p> <p>LU4: Practice Professional Ethics as an Early Years Educators</p>	10	30	40

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 5: Play and Learn Aim: After successful completion of this module, the trainee is competent in Playing and Learning	LU1: Recognise The Value of Early Years' Experience For Brain Development LU2: Interpret and Enhance Psychosocial Development Through Play LU3: Initiate Play for Physical Development LU4: Appraise Cognitive Development Through Play LU5: Correlate Academic Achievement With Play	10	30	40
Module 6: Use Child Developmental Theories, Observation Methods, and Assessment Techniques Aim: After successful completion of this module, the trainee is competent in Performing Product Costing	LU1: Apply Developmental Theories to Track Child Development LU2: Practice Child Observation and Assessment LU3: Practice Ethical Protocols to Observe a Child/Assess Child Competence LU4: Communicate the Findings from Child LU5: Observation Record and Assessment with Relevant Stakeholders	10	40	50

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 7: Strengthen Positive Behaviour in Young Children through Yoga and Physical Education (PE)</p> <p>Aim: After successful completion of this module, the trainee is competent in Strengthening Positive Behaviour in Young Children through Yoga and Physical Education (PE)</p>	<p>LU1: Enable the ECCE Teacher to Understand the Importance of their own Psychological Wellbeing</p> <p>LU2: Recognise the Process of Behaviours and Attitude Formation</p> <p>LU3: Understanding Yoga and Physical Education</p> <p>LU4: Explore Factors Trigger Negative Emotions in Young Children</p> <p>LU5: Apply Theory of Emotional Intelligence</p> <p>LU6: Apply Yoga and Physical Education(PE) to Strengthen Positive Behaviours in Young Children</p>	10	40	50
<p>Module 8: Identify Foundations of ECCE</p> <p>Aim: After successful completion of this module, the trainee is competent in Identifying Foundations of ECCE</p>	<p>LU1: Summarise understanding about Historical Foundations of ECCE</p> <p>LU2: Summarise Understanding about Psychological Foundations of ECCE</p> <p>LU3: Practice Understanding about Philosophical Foundations of ECCE</p> <p>LU4: Understand and Implement the Philosophical Foundation of ECCE</p> <p>LU5: Review the Status of ECCE in Pakistan</p>	10	30	40

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 9: Promote Health, Safety & Nutrition in Early Years Aim: After successful completion of this module, the trainee is competent in Promoting Health, Safety & Nutrition in Early Years	LU1: Ensure Child's Safety in Early Years Setting LU2: Promoting and sustaining Child's Health in Early Years setting LU3: Understanding Basic Concept of Nutrition and Planning Healthful meals	10	30	40
Module 10: Interact with Music and Movement Aim: After successful completion of this module, the trainee is competent in Interacting with Music and Movement	LU1: Discuss the terms of Music and creative movements in early years LU2: Recognise the value of Music in early childhood Education and development LU3: Recognise the value of Creative Movement in early childhood Education LU4: Explore Beat, rhythm, melody, and harmony (English & Urdu Poems/rhymes/National & Local Songs) LU5: Justify the role of teachers to promote music and movement activities	10	30	40

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 11: Promote Health, Safety & Nutrition in Early Years Aim: After successful completion of this module, the trainee is competent in Promoting Health, Safety & Nutrition in Early Years	LU1: Plan Physical, Temporal and Psychosocial Environment LU2: Implement Physical, Temporal and Psychosocial Environment LU3: Measure Environment to maintain quality	10	60	70
Module 12: Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu) Aim: After successful completion of this module, the trainee is competent in Teaching Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu)	LU1: Plan Routines for Literacy LU2: Implement Literacy Routine Plans LU3: Plan Routines for Numeracy LU4: Implement Numeracy Routine Plans LU5: Plan Routines for World Around Us LU6: Implement World Around Us Routine Plans	20	50	70

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 13: Promote Health, Safety & Nutrition in Early Years</p> <p>Aim: After successful completion of this module, the trainee is competent in Promoting Health, Safety & Nutrition in Early Years</p>	<p>LU1: Observe and record classroom practices and child progression</p> <p>LU2: Create responsive and engaging learning environment</p> <p>LU3: Use curriculum to plan daily routines/experiences & resources</p>	10	40	50

Modules

Module 1: Identify and Implement Workplace policies and Procedures

Objective of the module: This unit describes the skills and knowledge required to develop and implement a workplace policy & procedures and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

Duration: 20hours **Theory:** 10 hours **Practical:** 10 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Identify workplace policy & procedures	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Identify the workplace policy & procedures 2. Apply appropriate strategies that can be used to measure whether your workplace health and safety obligations are being met. 3. Assure the policies are realistic, resources and personnel to implement 4. Implement the policy & procedures that reflects the organizations commitments 5. Ensure the appropriate 	<ul style="list-style-type: none"> • Define the workplace policy & procedures • Enlist the strategies for workplace health and safety obligations • Explain the workplace policies , resources and personnel • Describe the methods of implementation, outcomes and performance indicators 	<p>Total: 05hrs Theory: 02hrs Practical: 02hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Class room

	methods of implementation, outcomes and performance indicators				
LU2: Implement workplace policy & procedures	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Apply and assign responsibility for recording systems to track continuous improvements in policy & procedures 2. Implement strategies for continuous improvement in effective and efficient information 	<ul style="list-style-type: none"> • Explain the procedures of Implementation of strategies for continuous improvement 	<p>Total: 05hrs Theory: 02hrs Practical: 02hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • PPEs (Safety glasses, Ear muffs/ear plugs, Protective Gloves, Cap, Safety shoes etc.) 	Class room
LU3: Communicate workplace policy & procedures	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Communicate procedures to help implement workplace policy 	<ul style="list-style-type: none"> • Define the Communication 	<p>Total: 05hrs Theory: 03hrs Practical: 03hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils 	Class room

	<p>2. Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities</p>	<p>procedures to help implement workplace policy</p>		<ul style="list-style-type: none"> • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Safety manuals 	
LU4: Review the implementation of workplace policy & procedures	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Identify the trends that may require remedial actions 2. Record the trends that may require remedial actions 3. Ensure policy and procedures as required are made for continuous improvement of performance 	<ul style="list-style-type: none"> • Describe the trends for required remedial actions 	<p>Total: 05hrs</p> <p>Theory: 03hrs</p> <p>Practical: 03hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Class room

Module 2: Apply Work Health and Safety Practices (WHS)

Objective of the module: This unit describes the skills to work with safety and participate in hazard assessment activities, follow emergency procedures and participate OHS practices in process.

Duration: 30 hours **Theory:** 20 hours **Practical:** 10hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Implement safe work practices at work place	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Implement relevant rules and procedures of WHS at work place 2. Comply with duty of care requirements 3. Use personal protective equipment according to safe work practices 4. Contribute to WHS consultative activities 5. Raise WHS issues with relevant personnel 	<ul style="list-style-type: none"> • Explain the WHS rights and responsibilities that apply to own role • Explain the term duty of care 	<p>Total: 07hrs Theory: 05hrs Practical: 02hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pen <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<p>Class room with multimedia aid and flip charts</p> <p>Visit to merchandiser establishments</p> <p>EITHER</p> <p>Training Office</p> <p>OR</p> <p>Access to a commercial office for training purposes (for example textile industry, leather industry, shoe</p>

					industry, fan manufacture, electrical manufacture)
LU2:Participate in hazard assessment activities a work place	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Identify hazards or WHS issues in the workplace to relevant personnel 2. Assess and control risks according to own level of responsibility, in line with workplace procedures 3. Report hazards or WHS issues in the workplace to relevant personnel 4. Document risk control actions as required <ul style="list-style-type: none"> • List and describe common safety signs and symbols 	<p>Total: 08hrs</p> <p>Theory: 05hrs</p> <p>Practical: 03hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pen <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<p>Class room with multimedia aid and flip charts</p> <p>Visit to merchandiser establishments</p> <p>EITHER</p> <p>Training Office</p> <p>OR</p> <p>Access to a commercial office for training purposes (for example textile industry, leather industry, shoe industry, fan manufacture, electrical</p>	

					manufacture)
LU3: Follow emergency procedures at workplace	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Report emergencies or incidents promptly to relevant personnel 2. Deal with emergencies in line with own level of responsibility 3. Implement evacuation procedures as required 	<ul style="list-style-type: none"> • Describe typical health and safety roles in the workplace • Enlist emergencies or incidents relevant personnel • Define evacuation procedures at workplace 	<p>Total: 07hrs</p> <p>Theory: 05hrs</p> <p>Practical: 02hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pen <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Class Room
LU4: Participate in OHS consultative processes	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Contribute to workplace meetings, inspections or other consultative activities 2. Raise OHS (Occupational Health and Safety) issues with designated persons in accordance with organizational procedures 3. Take actions to eliminate workplace hazards or to reduce risks 	<ul style="list-style-type: none"> • Importance of workplace meetings, inspections or other consultative activities • Enlist common OHS (Occupational Health and Safety) issues with accordance to the organizational procedures • Describe actions to eliminate workplace hazards or to reduce risks 	<p>Total: 08hrs</p> <p>Theory: 05hrs</p> <p>Practical: 03hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pen <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<p>Class room with multimedia aid and flip charts</p> <p>Visit to merchandiser establishments</p> <p>EITHER</p> <p>Training Office</p> <p>OR</p> <p>Access to a commercial office for training purposes (for example textile</p>

					industry, leather industry, shoe industry, fan manufacture, electrical manufacture)
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Module 3: Develop Layout Plan (Manually and Digitally) for ECCE Setting

Objective of the module: The aim of this module to get knowledge, skills and understanding to Communicate at Workplace.

Duration: 60 hours **Theory:** 10 hours **Practical:** 50 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Develop Layout Plan for ECCE Setting (Manually)	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Take measurements of required room/space 2. Draw different types of lettering/text 3. Draw different types of lines 4. Draw different drawing symbols 5. Draw Layout Plan of required ECCE Setting to scale with a Scale Ruler or Graph Paper 	<ul style="list-style-type: none"> • Importance Types of lines • Lettering style/text • Symbols used in technical drawings • Scales • Types of drawing pencils (Clutch pencil Mechanical pencils, etc.) • Types of drawing sheets (scholar sheet, chart paper, Canson Sheet, etc.), Graph papers, etc. • Purpose of making Floor Plan <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Practice to draw layout plan including: <ul style="list-style-type: none"> ✓ Symbols ✓ Text etc. 	<p>Total: 32hrs Theory: 05hrs Practical: 27hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners • White board marker • Drawing sheets • Drawing pen • Different drawing pencils • Scale <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Class room

				<ul style="list-style-type: none"> • Drawing Board • Technical Drawing instruments 	
LU2: Develop Layout Plan for ECCE Setting (Digitally)	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Setup user interface settings for required drawing 2. Create different 2D shapes with given measurements 3. Edit different 2D shapes to meet requirement. 4. Insert dimensions and symbols as per requirement 5. Create Layout Plan of required ECCE Setting to scale using software 6. Save the file in different drawing formats 7. Print drawing on scale 	<ul style="list-style-type: none"> • Dimensioning Principles • Geometrical tolerance • Online Layout Plan creators, i.e.: <ul style="list-style-type: none"> ◦ Smartdraw ◦ Roomle ◦ PlanningWiz ◦ RoomSketcher ◦ SketchUp ◦ FloorPlanner • Software Interface Settings • Templates <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Draw 2D layout drawings with given specification and measurements. 	<p>Total: 28hrs</p> <p>Theory: 05hrs</p> <p>Practical: 23hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners • White board marker <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<p>Class room/Computer Lab</p>

Module 4: Practice Professional Ethics as an Early Childhood Educator

Objective of the module: After completing this module, the learner will be able to covers the skills, knowledge and attitude required to practice basic professional ethics as an early childhood educator in the field of early childhood care and education.

Duration: 40 hours **Theory:** 10 hours **Practical:** 30 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. Organise the elements of Teacher Development	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Apply ethics of teaching profession. 2. Identify the significance of professionalism and Teacher development 3. Analyse the models of Teacher Professional Development 4. Recognize the relationship between ethics and professionalism 5. Develop professional Development Portfolio by effective process. 6. Evaluate various components of 	<ul style="list-style-type: none"> • Define profession and differentiate between the forms of professionalism (Restricted and extended professionalism) • Explain Teacher development and its types (Personal, professional and social development) • Recognize the elements of teacher development(Attitudinal development and functional development) • Traits essential for teacher development. • Practices and Practice standards of ethics and professionalism at workplace. 	<p>Total: 10hrs Theory: 03hrs Practical: 06hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Pocket files • Notebooks • Pencils • Erasers • Sharpeners • White board marker • Duster <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	professional Portfolio	<ul style="list-style-type: none"> • Different models of professional development in practical setting (cascade, site base and self-directed model). • Steps to create an E portfolio (collection, selection and reflection) <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Draw 2D layout drawings with given specification and measurements. 			
LU2. Explore NAEYC learning opportunities in professional development	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Compose a document as per the requirement. 2. Format Word Document according to given requirements. 3. Print Word Documents according to requirements. 	<ul style="list-style-type: none"> • Ethical standards (care, respect, trust and integrity) & professional standards (professional Values and Attributes, professional Knowledge and Understanding & professional skills) • Ethical dilemmas in practical setting using professional standards. • Steps Planning to resolve ethical dilemmas. • Guidelines for teachers. 	<p>Total: 13hrs</p> <p>Theory: 02hrs</p> <p>Practical: 06hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Pocket files • Notebooks • Pencils • Erasers • Sharpeners • White board marker • Duster <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet 	<p>Workplace</p> <p>(Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>Families and community members to examine their role and responsibilities under NAEYC.</p> <ul style="list-style-type: none"> Session/ workshop for teacher / parents to guide ethical and professional standards. 	<p>Practical Activity:</p> <ol style="list-style-type: none"> Develop professional Portfolio/Digital Portfolio demonstrating professional growth Critically reflect the NAYEC ethical code conduct with the guided given document 	<ul style="list-style-type: none"> Computer system 	
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LU3. Synthesise the universal needs and potential of children under UNCRC.	The trainee will be able to: <ol style="list-style-type: none"> 1. Explore the cultural diversity of Childhood 2. Enlist the importance of Child Rights and four aspects. 3. Use child rights standards and principles from the CRC and other international human rights instruments to guide behavior, actions, policies and program. 4. Compare international & national commitments on Child Rights 	<ul style="list-style-type: none"> • History of child rights. • Create posters and labels to appreciate cultural diversity. • Learning objective to Integrate UNCRC in ECCE curriculum and classrooms. • Examination of the global practices of child rights and considering all actions in light of the best interest of the child. • UN systems to highlight issues affecting the lives of children, young people and their families 	Total: 14hrs Theory: 03hrs Practical: 09hrs	Consumable <ul style="list-style-type: none"> • Pocket files • Notebooks • Pencils • Erasers • Sharpeners • White board marker • Duster Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment
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		<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Practice UNCRC through story telling discussing role and responsibilities of child and caregiver in implementing child rights. 2. Plan and conduct an awareness session for parents on global practices of child rights and consider all actions in light of the best interest of the child. 			
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LU4. Practice professional ethics as an Early Years Educators	The trainee will be able to: <ol style="list-style-type: none"> 1. Write the moral obligation that leads to become a part of the profession. 2. Write a personal statement to join ECCE teaching profession 3. Suggest ideas to overcome matters related to Early Years code of ethical conduct 4. Perform Reflective practices in the context of ECCE 5. Plan a lesson for ECCE class by Integrating NAYEC code of ethical conduct later to be implemented in classroom teaching. 	<ul style="list-style-type: none"> • Brainstorm ideas to introduce self, highlighting skill, achievements and strengths, include your objectives and vision. • Decision making process and use step to step guide for conflict resolution. • Use of reflective in action and reflective on action in practice. • Designing activities to aware stakeholders of ethics and knowledge about ethical codes. • Developing a lesson plan considering the ethical fineness and addressing the ethical responsibilities and core values from NAEYC • 	Total: 13hrs Theory: 02hrs Practical: 09hrs	Consumable <ul style="list-style-type: none"> • Pocket files • Notebooks • Pencils • Erasers • Sharpeners • White board marker • Duster Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment
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		<p><u>Practical Activity:</u></p> <p>1. Plan a lesson for ECCE class by Integrating NAYEC code of ethical conduct later to be implemented in classroom teaching</p>			
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Module 5: Play and Learn

Objective of the module: After completing this module, the learner will be able to practice skills, knowledge and attitude required to practice skills and knowledge relate to the learning and child's holistic development through play experiences in early years.

Duration: 400 hrs.

Theory: 10 hrs.

Practical: 30 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Recognise the value of early years' experience for brain development	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> Understand development process of child's brain Recognize the stages of child' brain development Relate the impact of early experiences on child's brain Apply play to improve memory and stimulates the growth of cerebral cortex Employ the practice of responsive relationship to support brain development 	<ul style="list-style-type: none"> Define Play and child's perspective of Play Explain the process of brain development Enlist the stages of child's brain development Identify the impact of different experiences on the development of the child's brain Designing different play activities to improve memory and cerebral cortex Rules to maintain a responsive child adult relationship. 	<p>Total: 08hrs</p> <p>Theory: 02hrs</p> <p>Practical: 06hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> Notebooks Pencils Erasers Sharpeners Recyclable/ Non-Recyclable Material (cartons, stones, toys, etc.) Posters Mediums and other Art and 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		<p>Practical Activity:</p> <ol style="list-style-type: none"> Demonstrate different type of play activities to improve memory and cerebral cortex 		<p>Craft material</p> <p>Non Consumable</p> <ul style="list-style-type: none"> White board Multimedia Internet Computer system 	
LU2: Interpret and enhance Psychosocial development through play	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> Schedule play activities strengthening values such as sharing, caring and empathy Design the play activities to promote acceptance, respect, and patience Dramatize appropriate play activities to improve self-control and exhibit emotions Respond as a play partner to inculcate good habits in children 	<ul style="list-style-type: none"> Designing and planning activities to inculcate different values. (Sharing, caring, empathy, acceptance, respect, patience etc. Activities to strengthen self-control and exhibit emotions. Designing activities having adult (parent, teacher, guardians) as play partners to inculcate good habits in young children. <p>Practical Activity:</p> <ol style="list-style-type: none"> Prepare a list of parameters on which vendors can be evaluated. 	<p>Total: 08hrs</p> <p>Theory: 02hrs</p> <p>Practical: 06hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> Notebooks Pencils Erasers Sharpeners Recyclable/ Non-Recyclable Material (cartons, stones, toys, etc.) Posters Mediums and other Art and Craft material <p>Non Consumable</p> <ul style="list-style-type: none"> White board Multimedia 	<p>Workplace</p> <p>(Early Childhood setting, classroom, training institute) and indoor/outdoor environment</p>

				<ul style="list-style-type: none"> • Internet • Computer system 	
LU3: Initiate play for Physical Development	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Consider the physical development as generalize part of play 2. Design and implement play to improve fine and gross motor skills 3. Plan activities for children to learn to move, balance, run and lift the things during play 	<ul style="list-style-type: none"> • Identification of some general activities supporting physical development • Planning of activities to improve, fine and gross motor skills, running, balancing, body movement etc. 	<p>Total: 08hrs Theory: 02hrs Practical: 06hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners • Recyclable/ Non-Recyclable Material (cartons, stones, toys, etc.) • Posters 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

		<p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Plan and demonstrate at least 15 activities (promoting local indoor / outdoor forms of play) to improve, fine and gross motor skills, running, balancing, body movement etc. 		<ul style="list-style-type: none"> • Mediums and other Art and Craft material <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	
LU4: Appraise, cognitive development through play	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Identify different types of play for different age groups to exercise critical thinking 2. Interpret and understand cause and effect during play activities 3. Apply different play activities to raise the 	<ul style="list-style-type: none"> • Classification of play activities to enhance critical thinking for different age groups • Cause-and-effect process based on above mentioned play activities • Designing activities to improve problem solving skills 	<p>Total: 08hrs</p> <p>Theory: 02hrs</p> <p>Practical: 06hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners • Recyclable/ Non-Recyclable Material 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>problem-solving skills of young children</p> <p>4. Achieve the developmental milestones with learning and play</p>	<p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Plan 6 – 8 activities to enhance critical thinking and problem solving skills for different age groups (0 – 8 years) 		<p>(cartons, stones, toys, etc.)</p> <ul style="list-style-type: none"> • Posters • Mediums and other Art and Craft material <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	
<p>LU5: Correlate Academic Achievement with play</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Use play to lead towards academic success 2. Identify different types of play to motivate children for academic achievements 3. Interpret and relate the learnt skills to strengthening academic 	<ul style="list-style-type: none"> • Design play activities in alignment with ECCE Curriculum (National /Provincial) • Design a play to enhance motivation and academic achievements. • Identify maximum learnt skills through above mentioned 	<p>Total: 08hrs</p> <p>Theory: 02hrs</p> <p>Practical: 06hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners • Recyclable/ Non- Recyclable Material 	<p>Workplace</p> <p>(Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>achievements</p> <p>4. Apply play activities to improve children's IQ, creativity, and socialisation.</p>	<p>play activities</p> <ul style="list-style-type: none"> Activities to enhance children's IQ, creativity, and socialisation <p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> Design and execute at least 10 play activities to enhance children's IQ, creativity, and socialization 		<p>(cartons, stones, toys, etc.)</p> <ul style="list-style-type: none"> Posters Mediums and other Art and Craft material <p>Non Consumable</p> <ul style="list-style-type: none"> White board Multimedia Internet Computer system 	
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Module 6: Use Child Developmental Theories, Observation Methods, and Assessment Techniques

Objective of the module: After completing this module, the learner will be able to utilise the knowledge, skills and attitude required to utilize child developmental theories, observation methods and assessment techniques in the field of early childhood care and education.

Duration: 50 hrs.

Theory: 10 hrs.

Practical: 40 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Apply developmental theories to track child development	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Examine the developmental theories & compare characteristics of various developmental stages 2. Plan age-appropriate activities based on developmental theories 3. Design methodologies to track child development 	<ul style="list-style-type: none"> • Explain child developmental theories and assessment of the characteristics of various developmental stages according to different theorists (Erik Erikson, Sigmund Freud, Arnold Gesell, Lawrence Kohlberg, Abraham Maslow, and Jean Piaget) and analyze developmental domains and their interrelationship • Planning of age-appropriate spontaneous activities for children based on developmental theories to study the child in a learning context, targeting 	<p>Total: 60hrs</p> <p>Theory: 04hrs</p> <p>Practical: 10hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Calculator • Props for role play 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment</p>

	<p>developmental domains (physical, cognitive, and psycho-social). Adults can utilize purposeful interactions and observations to comprehend a child's perspective and action during an activity when they are involved in it.</p> <ul style="list-style-type: none"> • Formal and informal approaches to collect authentic information about the child (observations, checklists, narrative stories, child portfolios, pictures, voice recordings and videos) • Observation methodologies (running notes, narratives, stories, checklists, media techniques within indoor and outdoor environments) 	<p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Develop a checklist for all developmental domains for the age group (0-8 years) 		
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LU2: Utilise child observation methods and tool	The trainee will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of developmentally appropriate observation techniques, tools, and devices. 2. Create and use a checklist to track the child's development in an ethical manner 3. Analyze child observation record 	<ul style="list-style-type: none"> • Record a child's growth in each developmental domain using observation methods and equipment. • Modifying checklists to meet contextual and developmental domains and collect authentic (unbiased) data in an ethical manner to track child growth. • Examination of the child observation records in all developmental domains and interpret the observation records based on emerging themes and patterns. <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Case Study: Observe and develop running record for a child (age 0 to 8 years) growth and development in all developmental domains, in a natural/ classroom setting. 	Total: 90hrs Theory: 03hrs Practical: 15hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Calculator • Props for role play • Physical activities and games • Toys • Shapes • Letters and numbers 	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment
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LU3: Communicate Child Observation records with relevant stakeholders	The trainee will be able to: <ol style="list-style-type: none"> 1. Use appropriate communication skills to communicate child record 2. Organize meetings with parents and other relevant stakeholders to share child observation record. 3. Develop future plan to incorporate the findings of child observation record & feedback of meeting in upcoming daily routines. 	<ul style="list-style-type: none"> • Good communication skills based on polite and pleasant interactions in order to share information about child competencies, learning experiences and suggest activities to support further development of the child. • Effective communication skills through role play and highlight their role as a patient listener of parents' concerns & feedback in a professional manner • Mediums to discuss child observation record with the child, parents & relevant stakeholders • Modification of existing routine plans in the light of the parents & stakeholders' feedback. Implement the revised plans as per the reflective cycle (plan, 	Total: 90hrs Theory: 03hrs Practical: 15hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Calculator • Props for role play • Physical activities and games • Cognitive activities and games • Toys 	Class Room/ Site Specific Field Area
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		<p>implement, observe, reflect and plan)</p> <ul style="list-style-type: none"> • Modification of existing routine plans based on feedback from parents and other stakeholders and implement the modified routine plans according to the reflective cycle (plan, implement, observe, reflect, and review) <p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Practice use of different mediums of communication with parents and other relevant stakeholders to share child's developmental Portfolio. 		<ul style="list-style-type: none"> • Shapes • Letters and numbers • Psychosocial games and activities • Emotion cards • Word cards • Readers for children Toys • Musical instruments • Puzzles • Legos • Finger puppets • Cardboard boxes 	
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Module 7: Strengthen Positive Behavior in Young Children through Yoga &Physical Education (PE)

Objective of the module: After completing this module, the learner will be able to utilize the knowledge, skills and attitude required to cover the skills, knowledge and attitude required to relate yoga & physical education to nurture positive behaviors in early year settings and integration of yoga & physical education into ECCE.

Duration: 50 hrs.

Theory: 10 hrs.

Practical: 40 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Enable the ECCE teacher to understand the importance of their own Psychological wellbeing	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Observe positive and negative behaviors 2. Recognize the link between their behavior and their attitudes 3. Relate the impact of past experiences to their present attitudes and behaviors 4. Identify their present status of well being 5. Apply activities to control negative emotions 6. Realize and practice positive behaviors to maintain Strong 	<ul style="list-style-type: none"> • Report based on observation of positive and negative behaviors (own and others) • Identification of past experiences, leaving impact on their present attitudes and behaviors • Describe their present status of well being • Activities to control negative emotions • Demonstration of positive behaviors to maintain Strong responsive relationship with young children • Explain the link between 	<p>Total: 05hrs</p> <p>Theory: 01hrs</p> <p>Practical: 04hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Calculator 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

<p>responsive relationship with young children</p> <p>7. Recognise the link between teachers' wellbeing to students' wellbeing</p>	<p>teachers' wellbeing to students' wellbeing</p> <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Perform Self Analysis of a teacher's mental and physical wellbeing through a checklist. 2. Develop a introspection report of positive and negative behaviors (personal) 		<ul style="list-style-type: none"> • Props for role play • Physical activities and games • Cognitive activities and games • Toys • Shapes • Letters and numbers • Psychosocial games and activities • Emotion cards • Word cards • Readers for children Toys • Musical instruments • Puzzles • Legos • Finger puppets • Cardboard boxes 	
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				<ul style="list-style-type: none"> • Art and Craft tools and material • Anything Recyclable 	
LU2: Recognise the process of behaviors and attitude formation	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between attitude and behavior 2. Understand that attitudes are the result of experiences and upbringing 3. Enlist the components of attitude formation 4. Understand and interpret effective component to understand emotions and feelings 5. Understand and interpret behavioral component to understand human acts and behavior 6. Understand cognitive component to interpret persons beliefs 7. Understand the role of 	<ul style="list-style-type: none"> • Define between attitude and behavior • Explain that attitudes are the result of experiences and upbringing • Components of attitude formation (effective, behavioral, cognitive) • Utilisation of effective component to understand emotions and feelings • Interpretation of behavioral component to understand human acts and behavior • Relation of cognitive component to interpret persons beliefs • Role of internal dialogue, biological reasons (genetics) and environmental 	<p>Total: 05hrs</p> <p>Theory: 01hrs</p> <p>Practical: 04hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Calculator • Props for role play • Physical activities and 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment</p>

<p>internal dialogue, biological reasons (genetics) and environmental stimulations in the formation of behaviors</p> <p>8. Respond as a person who understands the reasons of negative attitudes or behaviors of young children</p>	<p>stimulations in the formation of behaviors</p> <ul style="list-style-type: none"> Behaviors as a person who understands the reasons of negative attitudes or behaviors of young children 	<p>Practical Activity:</p> <ol style="list-style-type: none"> Case Study: Observe and develop running record for a child (age 0 to 8 years) growth and development in all developmental domains, in a natural/ classroom setting. 	<ul style="list-style-type: none"> games Cognitive activities and games Toys Shapes Letters and numbers Psychosocial games and activities Emotion cards Word cards Readers for children Toys Musical instruments Puzzles Legos Finger puppets Cardboard boxes Art and Craft tools and material Anything 	
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				Recyclable	
LU3: Understand the importance of Yoga and Physical Education	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Define Yoga 2. Explain Physical education 3. List and explain four main types of physical activities i.e, aerobic, muscle strengthening, bone strengthening and stretching. 4. Classify the yoga postures for inner piece, self-control, patience development, improvement in concentration span and focus 5. State the possible positive impact on child's physical health and emotional wellbeing through physical education 	<ul style="list-style-type: none"> • Describe Yoga and Physical Education • Development of a pictorial booklet to discuss four main types of physical activities i.e, aerobic, muscle strengthening, bone strengthening and stretching. • Design a table to group yoga postures for inner piece, self-control, patience development, improvement in concentration span and focus • Relate possible positive impact on child's physical health and emotional wellbeing through above mentioned posters • Illustration of a timeline for different age groups to 	<p>Total: 10hrs</p> <p>Theory: 02hrs</p> <p>Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Calculator • Props for role play • Physical activities and games • Cognitive 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment</p>

<p>6. Enlist age-appropriate yoga asana and Physical Education activities for young children</p> <p>7. State expected outcomes of all enlisted activities</p>	<p>classify age-appropriate yoga asana and Physical Education activities for young children</p> <ul style="list-style-type: none"> Identify expected outcomes of all above mentioned activities <p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> Practice use of different mediums of communication with parents and other relevant stakeholders to share child's developmental Portfolio. 	<p>activities and games</p> <ul style="list-style-type: none"> Toys Shapes Letters and numbers Psychosocial games and activities Emotion cards Word cards Readers for children Toys Musical instruments Puzzles Legos Finger puppets Cardboard boxes Art and Craft tools and material Anything Recyclable 	
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LU4. Explore factors that trigger negative emotions in young children	The trainee will be able to: <ol style="list-style-type: none"> 1. Make a list of minimum ten possible negative emotions of young children including anger, fear, resentment, frustration, tantrum, sadness, and anxiety 2. Enlist the symptoms to Identify each listed emotions through their attitude and behavior 3. Understand that meeting child's basic physiological need, of and is important to avoid developments of negative emotions 4. Realize that children grow better and have positive emotions when they have the right to play and opportunities to explore indoor and outdoor environment 5. Identify some factors 	<ul style="list-style-type: none"> • Negative emotions of young children (including anger, fear, resentment, frustration, tantrum, sadness, and anxiety), their symptoms to Identify each listed emotions through their attitude and behavior • Opportunities to young children to grow better and have positive emotions through play and exploration of indoor and outdoor environment • Factors that trigger negative emotions in young children and possible factors behind them 	Total: 10hrs Theory: 02hrs Practical: 08hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Calculator • Props for role play • Physical activities and games • Cognitive activities and games • Toys 	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment
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	<p>trigger negative emotions in young children</p>	<p>through role play,</p>		<ul style="list-style-type: none"> • Shapes • Letters and numbers • Psychosocial games and activities • Emotion cards • Word cards • Readers for children Toys • Musical instruments • Puzzles • Legos • Finger puppets • Cardboard boxes • Art and Craft tools and material • Anything Recyclable 	
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LU5. Apply theory of emotional intelligence	The trainee will be able to: <ol style="list-style-type: none"> Understand theory of emotional intelligence Interpret link basic components of the theory to routine practices Link the theory with Early Childhood Development process Design activities to support and strengthen basic competencies of the theory 	<ul style="list-style-type: none"> Explain theory of emotional intelligence and list recognizing, expressing, understanding managing, and regulating emotions as basic competencies of the theory Connect the theory with different activities of young children by listing their behaviors Practice of design ed activities to support and strengthen basic competencies of the theory in daily routine 	Total: 10hrs Theory: 02hrs Practical: 08hrs	Consumable <ul style="list-style-type: none"> Notebooks Pencils Pens Markers Erasers Sharpeners Chart papers White papers Non Consumable <ul style="list-style-type: none"> White board Multimedia Internet Computer system Calculator Props for role play Physical activities and games Cognitive activities and games Toys 	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment
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		<p>display to increase discipline and reduce impulsivity, and increase academic achievements.</p>		<ul style="list-style-type: none"> • Shapes • Letters and numbers • Psychosocial games and activities • Emotion cards • Word cards • Readers for children Toys • Musical instruments • Puzzles • Legos • Finger puppets • Cardboard boxes • Art and Craft tools and material • Anything Recyclable 	
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LU6. Apply yoga and Physical Education (PE) to strengthen positive behaviors in young children	The trainee will be able to: <ol style="list-style-type: none"> 1. Use Physical activities to improve memory, focus and self-esteem, balancing, strength, endurance, and aerobic capacity in young children 2. List PE activities and Yoga posture to control all negative emotions listed in previous CUs and improve to improve academic performance and overall classroom behaviors 3. Connect PE activities and yoga posture to ECCE curriculum 	<ul style="list-style-type: none"> • Yoga postures to improve memory, focus and self-esteem, balancing, strength, endurance, and aerobic capacity in young children • Catalogue to illustrate activities and Yoga posture to control all negative emotions listed in previous CUs and improve to improve academic performance and overall classroom behaviors. • Yoga and PE as a basic tool to increase discipline and reduce impulsivity, and increase academic achievements ECCE curriculum 	Total: 10hrs Theory: 02hrs Practical: 08hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Calculator • Props for role play • Physical activities and games • Cognitive activities and games • Toys 	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment
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	<p>legged race, hurdle race, summer sault etc.)</p> <p>2. Conduct regular Yoga / PT display to increase discipline and reduce impulsivity, and increase academic achievements.</p>		<ul style="list-style-type: none"> • Shapes • Letters and numbers • Psychosocial games and activities • Emotion cards • Word cards • Readers for children Toys • Musical instruments • Puzzles • Legos • Finger puppets • Cardboard boxes • Art and Craft tools and material • Anything Recyclable 	
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Module 8: Identify Foundations of ECCE

Objective of the module: After completing this module, the learner will be able to covers the skills, knowledge and attitude required to understand Historical Foundation of ECCE (Rousseau, Pestalozzi, Froebel, Montessori, Steiner, and McMillan Sisters), Psychological Foundation (Vygotsky, John Dewey, Erik Erickson & Piaget), Philosophical Foundation (Reggio Emilia, High Scope Approach, ECCE in Pakistan specially ECCE Curriculum).

Duration: 40 hrs.

Theory: 10 hrs.

Practical: 30 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: understanding about historical Foundations of ECCE	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> Identify the beginning of the Early Childhood Education Understand the historical foundations of ECCE by knowing the work of Rousseau, Pestalozzi, Froebel, Montessori, Steiner, and McMillan Sisters Distinguish the process of evolution and continuation of thoughts among all philosophies 	<ul style="list-style-type: none"> Timeline to mention history of ECCE from Humanistic approach till date. Evaluation of thought by mentioning, Names of different philosophers with their era and philosophy, moto, curriculum, method of teaching, role of the teacher. Explain sensory perception approach given by Dr. Maria Montessori and enlist all material she designed for the development of senses. 	<p>Total: 10hrs Theory: 02hrs Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> Notebooks Pencils Pens Markers Erasers Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> White board Multimedia Internet Computer system 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment</p>

	<p>4. Understand the sensory perception approach given by Dr. Maria Montessori</p> <p>5. Recognize the contribution of each philosopher in the development of the recent practices</p> <p>6. Relate the impact of different philosophies in our educational system at ECCE level</p> <p>7. Perceive and state their own philosophy and understanding for ECCE</p>	<p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Develop a timeline to mention history of ECCE from Humanistic approach till date. 2. Design a table in chronological order to observe evaluation of thought by mentioning, Names of different philosophers with their era and philosophy, moto, curriculum, method of teaching, role of the teacher. 			
LU2: Summarise understanding about psychological foundations of ECCE	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Understand the psychological foundations of ECCE by knowing the work of Vygostky, John Dewey, Erik Erickson, and Piaget 2. Realize the role of society and culture and adult intervention in the 	<ul style="list-style-type: none"> • Designing and presenting activities to explain psychological foundations of ECCE by knowing the work of Vygostky, John Dewey, Erik Erickson, and Piaget • The role of society and culture and adult intervention in the process of child development with above 	<p>Total: 10hrs</p> <p>Theory: 02hrs</p> <p>Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia 	<p>Workplace</p> <p>(Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>process of child development</p> <p>3. Respond to the need of the child on the moment of ZPD, being a more knowledgeable adult</p> <p>4. Implement the philosophy of John Dewey by designing activity-based learning opportunities for children</p> <p>5. Enhance the positive impact of social experiences with reference to the theory of Erickson by designing relevant activities</p> <p>6. Interpret initial stages specially first 3 by designing activities to provide strong foundations for child development</p> <p>7. Understand the concept of cognition and cognitive development in</p>	<p>mentioned activities.</p> <ul style="list-style-type: none"> • Occasions to respond the needs of the child on the moment of ZPD, being a more knowledgeable adult • Positive impact of social experiences with reference to the theory of Erickson in existing context, specially focusing on 3 initial stages. • Different activities/ behaviors of young children to explain cognitive development stated by Piaget • Designing play activities at least 6 to strengthen cognitive development <p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Design and present activities to explain psychological foundations of ECCE by knowing the work of Vygostky, John Dewey, Erik Erickson, and Piaget 		<ul style="list-style-type: none"> • Internet • Computer system 	
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	<p>the light of Piaget's work</p> <p>8. Schedule play activities strengthening the first two stages of cognitive development</p>				
LU3: Practice understanding about Philosophical foundations of ECCE	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Interpret the philosophy given by David Weikart to High Scope Approach 2. Demonstrate role play to interpret Plan do Review (PDR) 3. Enlist Key learning Areas with all key development indicators 4. Design and execute activities as per the need of each key development area 5. Discuss the approach adopted by the people of Italy and the work of Loris Malaguzzi 6. Understand and respond hundred languages of children 	<ul style="list-style-type: none"> • The philosophy given by David Weikart to High Scope Approach • Plan do Review (PDR) with /during above mentioned activities. • Key learning areas and their developmental indicators. • The approach adopted by the people of Italy and work of Loris Malaguzzi • Designing Role play to demonstrate hundred languages of children. <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Develop a table / chart illustrating key learning areas and their developmental indicators. 2. Practice activities as per the need of each key 	<p>Total: 10hrs</p> <p>Theory: 02hrs</p> <p>Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

		<p>development area with/for young children.</p> <p>3. Role play to demonstrate hundred languages of children. (Reggio Emilia Approach)</p>			
LU4: Understand and implement the Philosophical Foundation of ECCE	The trainee will be able to:	<ul style="list-style-type: none"> 1. Interpret the philosophy and values mentioned in National / Provincial ECCE Curriculum 2. Format a no discrimination policy in the school environment to ensure child's best interest 3. Design and execute play based activities for the optimal development with a blend of all key learning areas and competencies mentioned in ECCE curriculum 4. Design and maintain 	<p>Total: 10hrs</p> <p>Theory: 02hrs</p> <p>Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment</p>

	conducive learning environment	<p>Practical Activity:</p> <p>1. Assist the school management in developing nondiscrimination policy in the school environment to ensure child's best interest according to your own context.</p>			
LU5: Review the status of ECCE in Pakistan	<p>The trainee will be able to:</p> <p>1. Interpret Develop a timeline to mention present status of ECCE in Pakistan</p> <p>2. Identify National and International Institutions working on ECCE in Pakistan</p> <p>3. Interpret the effectiveness of policies of ECCE in Pakistan</p> <p>4. Develop a table to present the current situation of ECCE in</p>	<ul style="list-style-type: none"> • Status of ECCE in Pakistan in details. • National and International Institutions working on ECCE in Pakistan • Province wise table of policies of ECCE in Pakistan and aligned it with current situation of ECCE in each province. • Challenges faced in the field of early childhood education in Pakistan with possible solutions. 	<p>Total: 10hrs</p> <p>Theory: 02hrs</p> <p>Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>each province</p> <p>5. Highlight the challenges faced in the field of early childhood education in Pakistan</p> <p>6. Recommend practical solutions for the development of early childhood education in Pakistan</p>	<p><u>Practical Activity:</u></p> <p>1. Develop a province wise table of policies of ECCE in Pakistan and aligned it with current situation of ECCE in each province.</p>			
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Module 09: Promote Health, Safety & Nutrition in Early Years

Objective of the module: After completing this module, the learner will be able to covers the skills, knowledge and attitude required to promote Health Safety and Nutrition, identify needs of infant through school-age children and guides teacher educators in implementing effective classroom practices in comprehensive framework.

Duration: 40 hrs.

Theory: 10 hrs.

Practical: 30 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Ensure Child's Safety in Early Years Setting	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Create Safe Indoor Environment in early childhood setting 2. Create Safe Outdoor Environment in early childhood setting 3. Practice safe behaviors through daily routines and activities. 4. Identify the causes, symptoms and prevention methods for Maltreatment in children 5. Find ways to prevent Injuries by protecting Children's Safety 	<ul style="list-style-type: none"> • Identification of risks and hazards. • Attributes of Appropriate Spaces for Children. • Development of safe temporal and psychosocial environment. • Implication for teachers to control hazards in classroom. • Identification of Maltreatment in children (Physical, emotional, sexual abuse and neglect) • Strategies for helping children practice safe behaviors through daily routines and 	<p>Total: 14hrs</p> <p>Theory: 04hrs</p> <p>Practical: 10hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>6. Care for Minor Injuries and prepare for and managing Emergencies</p>	<p>activities.</p> <ul style="list-style-type: none"> • Awareness of emergency drills, exit plans, first aid in order to manage emergency • Role of care giver in prevention from injury, risks and diseases. • Safety plans to prevent future injury. <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Design Safety indicators to prevent injuries in early years setting (Indoor and outdoor). 			
<p>LU2: Promoting and sustaining Child's Health in Early Years setting</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Determine the health status of a child using assessment Tools. 2. Use screening and referral procedures to assess children's development and health status. 3. Perform prevention of Illness by following 	<ul style="list-style-type: none"> • Understanding of Preventive Health Concept • Tools for health Assessment of children; Health checklist, portfolio of health history, health management of children with special health care, meal plan to ensure health safety of a child. • Understand the causes, 	<p>Total: 13hrs</p> <p>Theory: 03hrs</p> <p>Practical: 10hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>preventive health measures</p> <p>4. Identify Children with Special Health Care Needs</p>	<p>symptoms and prevention methods of Malnutrition.</p> <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Design DAP health checklist/portfolio to maintain child's medical history and current health record based on daily observations 		<ul style="list-style-type: none"> • Internet • Computer system 	
<p>LU3: Understanding Basic Concept of Nutrition and Planning Healthful meals</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Classify foods according to the Food Guide Pyramid and identify the nutrient strengths of each major food group. 2. Identify health problems related to food safety during early childhood. 3. Identify strategies supportive of collaboration with families and health professionals in meeting 	<ul style="list-style-type: none"> • Basic concept of Nutrition, 5 food groups and their role in promoting health, Food Guide Pyramid, • Promoting Healthy Eating habits. • Food Safety and Hazards. • Planning Healthy and well balanced meals for infants, toddlers and preschoolers'. • Recommended daily allowance (RDA) according to American Dietetic 	<p>Total: 13hrs</p> <p>Theory: 03hrs</p> <p>Practical: 10hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment</p>

	<p>children's individual health and nutritional needs.</p> <p>4. Use Recommended Standards to Guide Healthy Eating</p> <p>Implementing Nutrition by Planning Healthful Diets.</p> <p>5. Create menu that support healthy diet of a child.</p> <p>6. Debate on the role of family involvement in Nutrition education</p>	<p>Association (ADA)</p> <ul style="list-style-type: none"> • Educating Families for Nutrition Education. <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Produce a balanced weekly Meal Plan for children (0-8 years) following RDA recommended by ADA 2. Organise an awareness session for parents to educate them about the basic concepts of preventive health, safety and nutrition of children 			
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Module 10: Interact with Music and Movement

Objective of the module: After completing this module, the learner will be able to the skills, knowledge and attitude required to enable children to improve self-expression, physical activity and learn new concepts in a fun and engaging way, covering intellectual, social-emotional, motor and language development.

Duration: 40 hrs.

Theory: 10 hrs.

Practical: 30 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Discuss the terms of Music and creative movements in early years	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Define both terms music and creative movement briefly 2. Recognize the difference between both the terms 3. Understand the language of expression through creative movement 4. Enlist the elements of music 	<ul style="list-style-type: none"> • Discuss the terms music and movement briefly • Describe the difference between both the terms • Illustrate expressions through creative movements • Identify elements of music <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Design a pictorial booklet illustrating expressions through creative movements 	<p>Total: 10hrs</p> <p>Theory: 02hrs</p> <p>Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Sticks • Pipes • Whistle • Drum 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

				<ul style="list-style-type: none"> • Small piano • Guitar • Pencils • Dance sticks • Spoons • Tambourine • Anything available in the environment for prop and to produce sounds 	
LU2: Recognise the value of Music in early childhood Education and development	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Realise the importance of Music and movement in Early Childhood Education and development 2. Plan the activities to improve social interaction by engaging children in groups during musical sessions 3. Compile a list of possible material to 	<ul style="list-style-type: none"> • Explain the importance of Music and movement in Early Childhood Education and development • Practice activities to improve social interaction by engaging children in groups during musical sessions • Design a booklet for different age groups based on appropriate poems, rhymes, and songs to broaden the 	<p>Total: 10hrs</p> <p>Theory: 02hrs</p> <p>Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>create music</p> <p>4. Select age-appropriate poems, rhymes, and songs to broaden the scope of holistic development</p> <p>5. Allow the children to sing in their own natural manner.</p>	<p>scope of holistic development</p> <ul style="list-style-type: none"> Apply music for self-expression of children <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Make at least 6 instruments to create music using recycle material 2. Develop a booklet for different age groups based on appropriate poems, rhymes, and songs to broaden the scope of holistic development 		<p>system</p> <ul style="list-style-type: none"> • Sticks • Pipes • Whistle • Drum • Small piano • Guitar • Pencils • Dance sticks • Spoons • Tambourine • Anything available in the environment for prop and to produce sounds 	
<p>LU3: Recognise the value of Creative Movement in early childhood Education</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Incorporate Creative movement to enhance Physical skills like hand and eye coordination, 	<ul style="list-style-type: none"> Practice different Creative movement to enhance Physical skills like hand and eye coordination, spatial awareness, and balancing, 	<p>Total: 10hrs</p> <p>Theory: 02hrs</p> <p>Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers 	<p>Workplace (Early Childhood setting, classroom,</p>

	<p>spatial awareness, and balancing,</p> <p>2. Design, invent and list the material can be used for creative movement as prop</p> <p>3. Invent age-appropriate meaningful creative movement in combination of poems, rhymes, songs etc.</p> <p>4. Maintain an environment which allows children to use their body to express their feelings and emotions.of children</p>	<p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Develop and apply different material to be used as prop in creative movement. 2. Practice different age-appropriate meaningful creative movements to interpret poems, rhymes, songs etc 		<ul style="list-style-type: none"> • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Sticks • Pipes • Whistle • Drum • Small piano • Guitar • Pencils • Dance sticks • Spoons • Tambourine • Anything available in the environment for prop and to produce sounds 	<p>training institute) and indoor/ outdoor environment</p>
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<p>LU4: Explore Beat, rhythm, melody, and harmony (English & Urdu Poems/rhymes/National & Local Songs)</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Prepare Define each element of music separately 2. Recognize the elements of music in a piece of music 3. Try to distinguish each element in English & Urdu Poems/rhymes/National & Local Songs 4. Design own age-appropriate rhythm, beats, melody, and creative movements 5. Sing and perform with children 	<ul style="list-style-type: none"> • Explain each element of music separately with some examples. • Involve children to find each element in English & Urdu Poems/rhymes/National & Local Songs <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Select at least 08 different pieces of music and identify the elements of music in them 2. Practice and enjoy with children singing along with creative movements 	<p>Total: 10hrs Theory: 02hrs Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Sticks • Pipes • Whistle • Drum • Small piano • Guitar • Pencils • Dance sticks • Spoons • Tambourine • Anything available in 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>
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				the environment for prop and to produce sounds	
LU5: Justify the role of teachers to promote music and movement activities	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Interpret learning occur through Music and creative movement 2. Incorporate ECCE curriculum components like Mathematical mind, language, and psychosocial development, 3. Provide logic reasoning and sequencing in music and movement activities 4. Apply activities to regulate child's emotions by learning to calm down, relax and wait for their turn. 5. Design musical instrument with low or no cost waste material 	<ul style="list-style-type: none"> • Enlist learnt skills, knowledge and attitudes through Music and creative movement • Develop a booklet of rhymes, poems, songs, etc. related to all component mentioned in ECCE Curriculum like development of Mathematical mind, language, and psychosocial development, • Dramatize logic reasoning and sequencing in music and movement activities • Practice musical instrument with low or no cost waste material with children 	<p>Total: 10hrs</p> <p>Theory: 02hrs</p> <p>Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Sticks • Pipes • Whistle • Drum • Small piano • Guitar • Pencils 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>6. Allow them to play a musical instrument</p> <p>7. Make music and movement to create a pleasant learning environment</p> <p>8. Transmit cultural and moral values through poems, rhymes, and songs/ national songs</p> <p>9. Incorporate poems, songs, and stories in play activities</p>	<ul style="list-style-type: none"> • Apply cultural and moral values through poems, rhymes, and songs/ national songs • Sing and recite poems, songs, and stories in play activities <p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Develop a booklet of rhymes, poems, songs, etc related to all component mentioned in ECCE Curriculum like development of Mathematical mind, language, and psychosocial development, 	<ul style="list-style-type: none"> • Dance sticks • Spoons • Tambourine • Anything available in the environment for prop and to produce sounds 	
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Module 11: Design Early Years Learning Environment

Objective of the module: After completing this module, the learner will be able to covers the skills, knowledge and attitude required to utilise the knowledge, skills and attitude required to design early years learning environment in the field of early childhood care and education.

Duration: 70 hrs.

Theory: 10 hrs.

Practical: 60 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Plan Early Years Learning Environment	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Plan the environment by apply National & International Guidelines & Standards 2. Design developmentally appropriate physical temporal and psychosocial environment 3. Assess designed environment as per Set Standards 	<ul style="list-style-type: none"> • Standards and Guidelines for Early Years Setting • Plan developmentally appropriate resources, guidelines, predictable routines, and effective transitions. • Assessment tools to measure the designed physical spaces, content, interactions, and grouping <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Design contextually appropriate Classroom Layout 	<p>Total: 24hrs</p> <p>Theory: 04hrs</p> <p>Practical: 20hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

LU2: Create early years learning environment as per planning document	The trainee will be able to: <ol style="list-style-type: none"> 1. Apply environmental rating scales & other tools to measure the quality of learning environment 2. Utilise the reflective models to document reflections to inform future decisions 	<ul style="list-style-type: none"> • Resources, guidelines, predictable routines, effective transitions, and scaffolding strategies to generate engaging and responsive interactions in classroom • Environmental rating scales and other tools (observation, checklists, media techniques, interviews and note taking) effectively to measure the quality of temporal, social and physical environment: • Summarising the reflective notes to inform future planning for physical, temporal, and psychosocial environment 	Total: 23hrs Theory: 03hrs Practical: 20hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment
<u>Practical Activity:</u> <ol style="list-style-type: none"> 1. Measure the quality of temporal, social and physical environment, by using environmental rating scales & other tools 					

LU3: Evaluate the early years learning environment	The trainee will be able to: <ol style="list-style-type: none"> 1. Gather information/data to evaluate early years learning environment by using an appropriate methodology 2. Evaluate the early years learning environment information/data as per Standards 	<ul style="list-style-type: none"> • Explain the purpose of doing evaluation “why you are doing it” in a sentence or a paragraph e.g., “to provide the school leadership with information needed to make decisions about the future of the early years’ learning environment”. • Methodological approaches to gather information (input) from all the key stakeholder groups in early years learning environment through a survey, key informants and focus groups and other tools such as audio/video stimuli rating scales, critical incident analysis, participants observations, self-drawing 	Total: 23hrs Theory: 03hrs Practical: 20hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment
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Module 12: Teach Young Children Basic Numeracy, Literacy & World around Us -II (English & Urdu)

Objective of the module: After completing this module, the learner will be able to utilize the knowledge, skills and attitude required to Teach Basic Numeracy, Literacy, and the World Around us-II professionally in the field of early childhood care and education settings.

Duration: 70 hrs.

Theory: 20 hrs.

Practical: 50 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Plan and carry out daily routines focusing key learning area "Language and literacy"	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Design contextually relevant guidelines to introduce (English & Urdu) 2. Demonstrate knowledge of curriculum competencies and design resources 3. Demonstrate understanding of curriculum competencies and learning resources 4. Develop guidelines & resources, and activities for learning centers (Goshas) 5. Use child observation tools 	<ul style="list-style-type: none"> • Define the existing guidelines in a more contextualized manner and document guidelines for introducing English and Urdu in an early childhood setting, concentrating on all developmental domains in accordance with the National ECCE Curriculum. • Curriculum competencies and appropriate resources from language focused learning center (Ghoshas) to plan and execute interactive learning experiences (daily routines) focusing basic literacy skills 	<p>Total: 20hrs Theory: 08hrs Practical: 12hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Voice recorder • Digital camera 	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment

		<p>including pre-reading and writing skills.</p> <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Prepare and utilise appropriate child observation tools and guidelines to track child development and learning focusing language and literacy (English & Urdu). 2. Prepare atleast 10 (for each) resources and activities along with guideline, to be used in learning centers (Goshas). 		<ul style="list-style-type: none"> • Loudspeakers • Visual aids 	
LU2: Plan and carry out daily routines focusing key learning area “Basic Numeracy”	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Design & implement numeracy focused interactive circle time 2. Create & apply daily routines (learning experiences) focusing basic numeracy 3. Construct and utilize small and large group 	<ul style="list-style-type: none"> • Planning and implementation interactive circle time for children to share their knowledge, skills and attitudes using multilayered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.) focusing basic numeracy 	<p>Total: 27hrs</p> <p>Theory: 06hrs</p> <p>Practical: 21hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers 	<p>Workplace</p> <p>(Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>activities focusing basic numeracy</p>	<ul style="list-style-type: none"> • Designing learning experiences (daily routines) for the children to explore, think, imagine, question, and experiment to develop basic numeracy by utilizing learning centers (Goshas) • Designing small and large group activities to match, sequence, sort and classify objects based on one /two attributes by using basic logical, critical, creative, and problem-solving skills • Interactive activities with the help of manipulative to introduce number operations, quantity, appropriate numeracy words (vocabulary) to describe numbers, operations, shapes, position of objects, identify & compare objects using length, weight, height, and temperature (hot & cold) as measurement attributes as prescribed in the 		<p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Voice recorder • Digital camera • Loudspeakers • Visual aids 	
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		<p>curriculum</p> <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Prepare & utilize appropriate child observation tools and guidelines to track child development and learning focusing Numeracy skills 2. Prepare atleast 10 (for each) resources and activities along with guideline, to be used in learning centers (Goshas). 			
LU3: Plan and carry out daily routines focusing key learning area “the world around us	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Develop learning center resources 2. Create and implement activities to promote scientific inquiry skills among children 3. Design and implement activities that nurture caring & respectful children 4. Design and implement interactive learning 	<ul style="list-style-type: none"> • Preparing learning center (Ghoshal) resources for children to get actively engage with their environment and use all their senses to make meaning of the world and people. • Creating activities to develop basic scientific inquiry skills such as observation comparing, classification, prediction, and 	<p>Total: 23hrs</p> <p>Theory: 06hrs</p> <p>Practical: 17hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers • Sharpeners • Chart papers • White papers <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia 	<p>Workplace</p> <p>(Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>experiences promoting knowledge about the world around us</p> <p>5. Create activities and teach about the weather and its impact</p> <p>6. Teach moral values according to DAP focused activities</p> <p>7. Explore and engage children in age-appropriate digital activities under the supervision of vigilant teacher</p>	<p>experimentation</p> <ul style="list-style-type: none"> Preparing activities for children to talk about families, friends, teachers their importance and identify various ways of showing love and respect for family members, friends, and teachers Creating activities for children to develop an understanding of the people, places, plants, animals & environment around them and explore their roles, through interactive discussions, storytelling, picture album reading, show and tell. Activities for children to observe/record daily weather on a chart using symbols, describe key features of different sessions, changing seasons effect on food, clothing, and lifestyle. Designing role plays and 	<ul style="list-style-type: none"> Internet Computer system Voice recorder Digital camera Loudspeakers Visual aids 	
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		<p>storytelling sessions to develop a caring attitude towards environment by focusing air, water, and noise pollution and how to conserve resources.</p> <ul style="list-style-type: none"> • Formulating activities for children to explore a variety of digital devices under adult supervision for the purpose of learning new concepts & ideas related to their competencies. 			
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Module 13: Implement Classroom Observation and Teaching Practice

Objective of the module: After completing this module, the learner will be able to the skills, knowledge and attitude required to understand the importance of observation of learning environment and apply the relevant tools as per the requirement of the observation.

Duration: 50 hrs.

Theory: 10 hrs.

Practical: 40 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Use curriculum to plan daily routines/experiences and resources	<p>The trainee will be able to:</p> <p>8. Build professional relationship to mentor the assistant teacher during co-teaching in classroom setting</p> <p>9. Observe competencies to design and redesign subject wise expected learning outcomes and list minimum three (3) expected learning outcomes (ELOs) for each subject competency</p> <p>10. Design teaching activities, resources, materials & assessments in alignment of competencies & ELOs</p>	<ul style="list-style-type: none"> Developing plan for classroom, teaching together for co-teaching the class Reviewing the expected learning outcomes (3 at least) for each subject Modification of ELOs if needed Developing teaching pedagogies, activities, resources as per the revised ELOs Proposing teaching learning plan and design strategies that can cater all the students and address 	<p>Total: 14hrs</p> <p>Theory: 04hrs</p> <p>Practical: 10hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> Notebooks Pencils Pens Markers Erasers Sharpeners Chart papers White papers <p>Non Consumable</p> <ul style="list-style-type: none"> White board Multimedia Internet Computer system 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment</p>

	<p>11. Produce plans for teaching and learning that reflect the use of appropriate strategies by taking inclusive approach</p> <p>12. Utilize appropriate observation/assessment methods to assess children's learning as per their developmental needs.</p> <p>13. Reflect on and learn from connecting theory and their teaching practice</p>	<p>learning needs of all children</p> <ul style="list-style-type: none"> • Select tools to assess the children for their learning progress as per the DAP (developmentally appropriate practice) • Comparing theories of Developing learning environment as per developmentally appropriate practices with the existing teaching practice • Learning through the power point presentation <p>Practical Activity:</p> <p>3.</p>			
<p>LU2: Execute daily routine plans</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Develop and maintain collaborative relationships with co-workers and parents 2. Maintain an environment that ensures child safety 	<ul style="list-style-type: none"> • Role of every stakeholder in the implementation of daily routine plan • Select a checklist to check and ensure the learning environment is design as 	<p>Total: 13hrs</p> <p>Theory: 03hrs</p> <p>Practical: 10hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Markers • Erasers 	<p>Workplace</p> <p>(Early Childhood setting, classroom, training institute) and indoor/</p>

	<p>and security during daily routines</p> <p>3. Use appropriate adult-child interactions to implement predictable daily routine plans</p> <p>4. Utilize learning centers to provide freedom of choice to the children to plan-do-review their activity of the day</p> <p>5. Observe and record child progress as per developmental indicators during the execution of daily routine plans</p> <p>6. Record daily reflections “before action- in action and after action</p>	<p>per the developmentally appropriate practice and ECE standards</p> <ul style="list-style-type: none"> • Communicating roles to each stakeholder (students, co teacher, management, principle) to create conducive learning environment • Planning small and large group activities in the class during daily routine plan • Record the progress as per developmental indicators <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Write Reflection upon the observation and write pointers of reflection before, in action and after action (follow the reflective practice notion of before, in-action/on-action) 		<ul style="list-style-type: none"> • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<p>outdoor environment</p>
<p>LU3: Observe and record classroom practices and child progression</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Follow Protocols and professional Ethics before implementing classroom 	<ul style="list-style-type: none"> • Identification, modification and testing observation/ assessment tools according 	<p>Total: 13hrs</p> <p>Theory: 03hrs</p> <p>Practical: 10hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils 	<p>Workplace (Early Childhood setting,</p>

	<p>observation and teaching practice</p> <p>2. Identify the relevant observation tool for each learning outcome</p> <p>3. Record child progress using observation/assessment tools</p>	<p>to the competencies and Expected Learning Outcomes (ELOs)</p> <ul style="list-style-type: none"> Organising environment as per the plan included resources, activities, interaction with the children (physical, psychosocial and temporal environment) 		<ul style="list-style-type: none"> Pens Markers Erasers Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> White board Multimedia Internet Computer system 	classroom, training institute) and indoor/outdoor environment
LU4: Create responsive and engaging learning environment	<p>The trainee will be able to:</p> <p>1. Develop strong relationships with children through freedom of choice and participation in classroom decision making</p> <p>2. Make emotion booklet with children, which reflects different emotions</p> <p>3. Manage and extend children's learning in culturally and linguistically responsive ways</p>	<ul style="list-style-type: none"> Strong relationships with children through freedom of choice Discuss the emotions with children and perform how to express those emotions Promoting diversity and inclusion through some cultural performances, folk tales and traditional stories Designing activities for the children to enhance their engagement in different 	<p>Total: 13hrs</p> <p>Theory: 03hrs</p> <p>Practical: 10hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> Notebooks Pencils Pens Markers Erasers Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> White board Multimedia Internet Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment

	<p>4. Create content rich learning environments and activities that foster children's curiosity and extends their learning based upon their interests and development</p> <p>5. Prepare materials/ resources which respects diversity</p> <p>6. Apply frequent feedback to sustain respectful and engaging environment</p>	<p>domain as per their interest and development</p> <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Make chart, poster, leaflet, pictures which represent the element of respect for diversity in religion, culture, language, dresses, nation etc. 2. Maintain a professional teaching portfolio which includes all relevant documents, plans, etc. 			
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General assessment guidance for *Early Childhood Care and Education*

Good practice in Pakistan makes use of sessional and final assessments, the basis of which is described below. Good practice by vocational training providers in Pakistan is to use a combination of these sessional and final assessments, combined to produce the final qualification result.

Sessional Assessment is going on all the time. Its purpose is to provide feedback on what students are learning:

- To the student: to identify achievement and areas for further work
- To the teacher: to evaluate the effectiveness of teaching to date, and to focus future plans.

Assessors need to devise sessional assessments for both theoretical and practical work.

Guidance is provided in the assessment strategy

Final Assessment is the assessment, usually on completion of a course or module, which says whether or not the student has "passed". It is – or should be – undertaken with reference to all the objectives or outcomes of the course, and is usually fairly formal. Considerations of security – ensuring that the student who gets the credit is the person who did the work – assume considerable importance in final assessment.

Methods of Assessment

For lessons with a high quantity of theory, written or oral tests related to learning outcomes and/ or learning content can be conducted. For workplace lessons, assessment can focus on the quality of planning the related process, the quality of executing the process, the quality of the product and/or evaluation of the process.

Methods include direct assessment, which is the most desirable form of assessment. For this method, evidence is obtained by direct observation of the student's performance.

Examples for direct assessment of a Pesticides & Fertiliser Technology include:

- Work performances, for example perform basic communication, maintain personal health, hygiene and safety, perform basic computer operations, and dispose the waste materials.
- Demonstrations, for example Learn to Play and Design Creative Art and Crafts Activities

- Direct questioning, where the assessor would ask the student how to perform personal safety at work place, how they can communicate work place policy and procedures, how they can handle documents, what are the benefits of organizing store merchandising
- Paper-based tests, such as multiple choice or short answer questions on communication at work place policy and procedures, handling documents, organizing store merchandizing
- Indirect assessment is the method used where the performance could not be watched and evidence is gained indirectly.

Examples for indirect assessment of a Pesticides & Fertiliser Technology include:

- Learn to play, Use Child developmental theories, observation methods and observation tool “checklist” and Build relationship with families

Indirect assessment should only be a second choice. (In some cases, it may not even be guaranteed that the work products were produced by the person being assessed.)

Principles of Assessment

All assessments should be valid, reliable, fair and flexible:

Fairness means that there should be no advantages or disadvantages for any assessed person. For example, it should not happen that one student gets prior information about the type of work performance that will be assessed, while another candidate does not get any prior information.

Validity means that a valid assessment assesses what it claims to assess. For example, if documentation or organising procedures of Learn to play are to be assessed and certificated, the assessment should involve performance criteria that are directly related to that documentation activity. An interview about the Early Childhood Care and Education Tasks would not meet the performance criteria.

Reliability means that the assessment is consistent and reproducible. For example, if the work performance of preparing documents in words has been assessed, another assessor (e.g. the future employer) should be able to see the same work performance and witness the same level of achievement.

Flexibility means that the assessor has to be flexible concerning the assessment approach. For example, if there is a power failure during the assessment, the assessor should modify the arrangements to accommodate the students' needs.

Assessment strategy for *Early Childhood Care and Education*

This curriculum consists of 12 modules:

- **Module 1:** Identify and implement Workplace Policies and Procedures
- **Module 2:** Apply work health and safety practices (WHS)
- **Module 3:** Develop Layout Plan (Manually and Digitally) for ECCE Setting
- **Module 4:** Practice professional ethics as an Early Childhood educator
- **Module 5:** Play and Learn
- **Module 6:** Use Child Developmental Theories, Observation Methods, and Assessment Techniques
- **Module 7:** Strengthen Positive Behavior in Young Children through Yoga &Physical Education (PE)
- **Module 8:** Identify Foundation of ECCE
- **Module 9:** Promote Health, Safety & Nutrition in early years
- **Module 10:** Interact with Music and Movement
- **Module 11:** Design early years learning environment
- **Module 12:** Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu)
- **Module 13:** Implement classroom observation and teaching practice

Sessional Assessment

The sessional assessment for all modules shall be in two parts: theoretical assessment and practical assessment. The sessional marks shall contribute to the final qualification.

Theoretical assessment for all learning modules must consist of a written paper lasting at least one hour per module. This can be a combination of multiple choice and short answer questions.

For practical assessment, all procedures and methods for the modules must be assessed on a sessional basis. Guidance is provided below under Planning for assessment.

Final Assessment

Final assessment shall be in two parts: theoretical assessment and practical assessment. The final assessment marks shall contribute to the final qualification.

The Assessment Team

The number of assessors must meet the needs of the students and the training provider. For example, where two assessors are conducting the assessment, there must be a maximum of

five students per assessor. In this example, a group of 25 students shall therefore require assessments to be carried out over a four-day period. For a group of only 10 to 15 students, assessments would be carried out over a two-day period only.

Planning for Assessment

Sessional Assessment: assessors need to plan in advance how they will conduct sessional assessments for each module. The tables on the following pages are for assessors to use to insert how many hours of theoretical and practical assessment will be conducted and what the scheduled dates are.

Final Assessment: Training providers need to decide ways to combine modules into a cohesive two-day final assessment programme for each group of five students. Training providers must agree the content for practical assessments in advance.

Complete List of Tools and Equipment

Sr no	Description	Quantity
1	Computer with internet	26
2	White board	1
3	Multimedia	1
4	Scanner	1

List of Consumable Supplies

Sr no	Material	Quantity
1.	Note book	25
2.	Flip chart	25
3.	Pencil	25
4.	White sheets	25
5.	Illustration of childhood rights	01 Set
6.	White board	01 Nos.

7.	Permanent Markers	25 Nos.
8.	Presentations /lectures	25 Nos.
9.	Sheet standees	01 Nos.
10.	Printer	01Nos.
11.	Posters	25 Nos.
12.	Colour Pencils	25Set
13.	Crayons	25 Sets
14.	Board Markers	25 Nos.
15.	Empty cartons	25 Nos.
16.	Block of different kind	05 Set
17.	Clay	25 Nos.
18.	Sand	05 Bags
19.	Stones	05 Bags
20.	Safe waste material	05 Bags
21.	Toys	25 Set
22.	Water	25 Liter

23.	Reading hand-outs	25 Set
24.	Virtual videos	25 Nos.
25.	Digital devices	01 Nos.
26.	PowerPoint presentations	01 for each module
27.	PowerPoint presentations Board	01 Nos.
28.	Chalk	25 Boxes
29.	Chart papers	25Set (Different Colours)
30.	White papers	10Rims.
31.	Development milestone checklist	25 Nos.
32.	Props for role play	02Set
33.	Voice recorder	01 Nos.
34.	Digital camera	01 Nos.
35.	Child & teacher portfolios	25 Nos.
36.	Observation tools	01 Nos.
37.	NAEYC Code	01 Nos.

38.	ECCE Policy Doc	01 Nos.
39.	National ECCE Curriculum & Standards, Reflection framework	01 Nos.
40.	Routine Plan Template	01 Nos.
41.	Learning Centers& resources with guidelines	01 Nos.
42.	Nurturing Care Framework for ECD	01 Nos.
43.	Mentor and Mentee teacher guideline	01 Nos.
44.	Teaching Professional Portfolio	02 Nos.
45.	Loudspeakers	02 Nos.
46.	Interactive board	01 Nos.
47.	E-teaching tools such as Zoom, G Suite, LMS, Google cloud, social media, Gmail meet up etc.	01 Nos.
48.	Black board	01 Nos.
49.	Planners	02 Nos.
50.	Daily routine segment chart	01 Nos.
51.	Duster	02 Nos.
52.	Chart Board	01 Nos.
53.	Visual aids	01 Nos.

54.	Concrete Material	02 Bags
55.	Basic Literacy resources	02 Set
56.	Story books	25 Nos.
57.	Sandpaper Letters	25Set
58.	CVS words	25 Set
59.	High Frequency Words	25 Set
60.	Hand and Finger Puppets	25 Nos.
61.	Moveable Alphabets	25 Nos.
62.	First aid box and kit	01 Nos.
63.	Bandages	15 Boxes
64.	Fire Extinguisher	01 Set
65.	Guaze pads	25 Nos.
66.	Surgical tape	25 Nos.
67.	Small mirror	05Nos.
68.	Wipes	10 Boxes
69.	Hand sanitizer	10 Nos.

70.	Thermometer	10 Nos.
71.	Flash cards	25 Set.
72.	ECE related documents	01 Nos.
73.	Water Colour Brushes	25 Nos.
74.	Audio recordings	01Nos.
75.	Word vocabulary basket	02 Nos.
76.	Art and craft material	25Set
77.	Basic language related resources	02 Nos.
78.	Template of observation	25 Nos.
79.	Reflective tools	02 Nos.
80.	Pen	25 Nos.
81.	Pencils	25 Nos.
82.	Erasers	25 Nos.
83.	Sharpeners	25Nos.
84.	Towel	25Nos.
85.	Crayons	25 Set

86.	Tongue Depressors, Paper	25 Nos.
87.	Poster sheets of different size and colours	25 Nos.
88.	Water Colours	02 Nos.
89.	Paint Brushes different sizes	25 Nos.
90.	German Glue	25 Nos.
91.	Sticko	25 Nos.
92.	Paper Plate	50 Nos.
93.	Colour Pallet	25 Nos.
94.	Bowls for Water	25 Nos.
95.	Bowls	25 Nos.
96.	Glass/Cups	25 Nos.
97.	Creep Paper of Different Colours	25 Set
98.	Straw	10 Boxes
99.	Plastic fork	50 Nos.
100.	Scissors	02 Nos.
101.	Plastic Spoon	50 Nos.

102.	Napkins	50 Nos.
103.	Classroom norm chart	04 Nos.
104.	Cup Cake Liner	04 Boxes
105.	Coloured Card Sheet	100 Nos.
106.	Flashcards for caring dispositions	25 Nos.
107.	Empty Milk Carton	25 Nos.
108.	Old CD	25 Nos.
109.	Covers	25 Nos.
110.	Plastic Bottles of any Size	25 Nos.
111.	Lace, Buttons	50 Nos.
112.	All possible waste material available in the environment	04 Nos.
113.	Feeling vocabulary cards	02 Nos.
114.	Reading hand outs	04 Nos.
115.	Stories for nurturing caring dispositions in children	04 Nos.
116.	Diversity images	25 Nos.

Credit Values

The credit value of the National Certificate Level 3 in Textile Merchandizing is defined by estimating the amount of time/ instruction hours required to complete each competency unit and competency standard. The NVQF uses a standard credit value of 1 credit = 10 hours of learning (Following Higher Education Commission (HEC) guidelines).

The credit values are as follows:

Competency Standard	Credit	Estimate of hours
A. Identify and implement Workplace Policies and Procedures	2	20
B. Apply work health and safety practices (WHS)	3	30
C. Develop Layout Plan (Manually and Digitally) for ECCE Setting	6	60
D. Practice professional ethics as an Early Childhood educator	4	40
E. Play and Learn	4	40
F. Use Child Developmental Theories, Observation Methods, and Assessment Techniques	5	50
G. Strengthen Positive Behavior in Young Children through Yoga &Physical Education (PE)	5	50

H. Identify Foundation of ECCE	4	40
I. Promote Health, Safety & Nutrition in early years	4	40
J. Interact with Music and Movement	4	40
K. Design early years learning environment	7	70
L. Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu)	7	70
M. Implement classroom observation and teaching practice	5	50