



# DIPLOMA IN EARLY CHILDHOOD DEVELOPMENT & EDUCATION (T68)

## Course Overview

If nurturing the next generation has always been your passion, join us and discover how you can excel as a preschool teacher!

Gain the skills to create quality learning experiences for children in aesthetics and creative expression, language and literacy, motor skills development and more.

Master your skills in child development and curriculum planning and get the chance to apply what you have learnt while working alongside seasoned educators through internships and training with industry.

For those who love art, you can choose to specialise in our Visual Arts track in your final year and take subjects in 2D and 3D art, book illustration and design for children, as well as digital and new media.

With your diploma recognised by the Early Childhood Development Agency (ECDA), you are all set to enter the workforce, ready to mould young minds and shape their futures.



### PROFESSIONAL QUALIFICATION FOR FUTURE PRESCHOOL TEACHERS

Gain recognition as a preschool educator through this diploma which is jointly-conducted by the National Institute of Early Childhood Development (NIEC) and recognised by the Early Childhood Development Agency (ECDA).



### QUALITY TRAINING & PRACTICE-ORIENTED LEARNING

Experience what it takes to become an early childhood educator through real-world internships and on-the-job trainings.



### BE PART OF THE WIDER NIEC FRATERNITY!

Gain more valuable experience through exclusive access to cross-campus learning and electives across Singapore.

# Entry Requirements

To be eligible for consideration for admission, applicants must obtain 26 points or better for the net ELR2B2 aggregate score (i.e. English Language, 2 relevant subjects and best 2 other subjects, including CCA Bonus Points) and meet the minimum entry requirements of this course. CCA cannot be used to meet the minimum entry requirements. The table below shows the local qualifications.

Subject	Grade
English Language (EL1)	1-6*
Mathematics (Elementary or Additional)**	1-6#
Any 3 other subjects (excluding CCA)**	1-6
<b>2022 Planned Intake</b>	<b>260</b>
<b>Net ELR2B2 aggregate range (2021 JAE)</b>	<b>6 - 15</b>

Note:

\*All applicants with a C5 or C6 in EL in the GCE 'O' Level examination are given two years from the point of teacher registration to obtain at least a B4 or a minimum of band 6.5 in the International English Language Testing System (Academic).

#Students with a D7 in Mathematics may apply for the course provided they have GCE 'O' Level passes (1-6) in 5 subjects (including English).

\*\*The main medium of instruction for these subjects must be in English, except for a language subject.

## ITE Certificate

Higher NITEC in Early Childhood Education with minimum GPA of 3 and above (inclusive of CCA bonus points).

Foreign Qualification

## (i) Formal Education in English

- Completed 10 years of formal education in EL, and
- Passed state exam in 5 different subjects including a C6 grade in GCE 'O' level EL1 or any of the acceptable alternatives\*.

## (ii) Formal education Not in English

- Obtained an undergraduate degree with English as the medium of instruction from a state-recognised university.

This also applies to applicants with state-recognised PhD/Master degree with English as the medium of instruction.

## Other Requirements

Candidates would need to be certified medically fit for study by a certified medical doctor, and to work with children according to ECDA's medical requirements for pre-school teachers.

Please take note that in order to be granted teacher certification status to teach up to Kindergarten levels by Early Childhood Development Agency (ECDA), new teachers must have a minimum of a B4 grade for EL1. Mother Tongue (MT) teachers must have at least a B4 grade in MT. Those with a C5 or C6 in EL1/MT are given 2 years from the point of teacher registration to obtain either a B4 or any acceptable alternatives\* for EL teachers, and a minimum level 6 in Hanyu Shuiping Kaoshi (HSK) for CL teachers.

- Click [here](#) for list of acceptable alternatives in place of GCE 'O' level English Language.
- Click [here](#) for list of acceptable alternatives in place of GCE 'O' level Chinese Language.

Some dispositions of an Early Childhood educator.

# What You'll Learn

**YEAR 1**

YEAR 2

YEAR 3

TPFUN

Build your knowledge with foundational modules such as Child Development and Child Safety, Health & Socio-emotional Well-Being. You get to apply and hone your skills alongside experienced teachers on a weekly basis.

Subject Code	Subject	Credit Units	
GED1000	<p><b>Practicum 1</b></p> <p>This practicum is for students to experience the practical aspects of working with young children in early childhood settings with focus on ages three plus and younger. It will support students' learning in the area of child development, observation of children in various contexts, safety, health, hygiene and nutrition matters and the learning environment for play. Students will be involved in daily routine care and taking on teacher-assistant roles. With observations and documentations students will plan and implement learning experiences for an individual child. Students will also engage in reflective writing on their roles and interactions with children.</p>	7	^
GED1101	<p><b>Child Development 1</b></p> <p>This module introduces students to research on brain developments and its implications on children's growth and learning. Early Years developmental milestones will be discussed with significant emphasis on birth to three years of age. Students will develop an understanding of the philosophy of infant and toddler care and development, and the Early Years Development Framework (EYDF). Theories of child development, with emphasis on Attachment theory, characteristic behaviours, and their implications on play and care-giving practices for families and in the infant care context will be covered. Students will also learn appropriate behaviour guidance and interaction strategies for this age group of children that are informed by observations and documentations.</p>	4	^
GED1102	<p><b>Child Safety, Health &amp; Socio-emotional Wellbeing</b></p> <p>This module introduces policies and practices for establishing and maintaining a safe and healthy learning environment for educators and children in the early childhood settings as they relate to the socio-emotional wellbeing of children. Students will understand the importance of nutritional adequacy and balanced meals for children's optimal growth. They will learn to identify early childhood illnesses and symptoms, and engage in hygienic practices and being able to observe for signs of child abuse and addressing them professionally. Clinical practice will be included for students to learn how to manage the day-to-day care routines and transitions for children from infancy to the preschool years.</p>	4	^
GED1103	<p><b>Aesthetics &amp; Creative Expression</b></p> <p>This module introduces students to an array of visual and performing arts and exposures for the appreciation of the creative art forms. In addition, students will be introduced to progressive theories on Arts education to build firm foundations on the key roles the Arts play within early years settings. Theories related to aesthetic and creativity will also be introduced. Students will learn multiple approaches to engage young children in creative-arts expressions that are aesthetically rich and imaginative. Through both theory and experiential sessions, students will encounter the Arts first hand and will design Arts experiences that are developmentally appropriate, meaningful and informed by practice.</p>	4	^
GED1201	<p><b>Child Development 2</b></p> <p>This module introduces the major theories in child development and their implications on practices in child-rearing and early care and education. The joint contributions of biology and environment to the various aspects of child development will be explored. Students will deepen their understanding of the holistic development of children through observation, recording and analysis of children's physical, cognitive, social and emotional growth and development. This understanding will help the student link theory to practice and guide the planning of learning experiences and techniques for behaviour guidance. The six learning domains of the Nurturing Early Learners Framework will also be discussed.</p>	4	^
GED1202	<p><b>Language &amp; Literacy</b></p> <p>This module introduces students to the theoretical and philosophical underpinnings of literacy development from birth to six years of age including trends and issues within a multicultural and multilingual society. Students will learn to design, organise and evaluate literacy-rich environment that helps facilitate language development; identify suitable prints and other media for reading activities to develop in young children an appreciation for a variety of children's literature. Students will also plan experiences for diverse learners, facilitate learning using appropriate techniques, assess children's progress and work with families to enhance children's language and literacy development towards school readiness.</p>	4	^

<b>GED1203</b>	<p><b>The Professional &amp; Reflective Practitioner</b></p> <p>This module explores the various roles of an early childhood educator in working with children, families, other professionals and agencies in the community. A range of professional issues will be examined, including stages of professional development, practitioner competencies, continuing education, advocacy and personal growth plans which are aligned with the current early childhood landscape in Singapore. Students will learn communication and reflective skills and how to manage ethical issues in relation to working with children, colleagues and families taking reference from the Code of Ethics for Early Childhood Professionals by AECES*. Students will also be equipped to understand self and reflect on personal preferences and style; interpersonal skills and to enhance personal effectiveness through self-mentoring.</p> <p><i>* Association for Early Childhood Educators (Singapore)</i></p>	<b>4</b>	
<b>GED1204</b>	<p><b>InfoComm Technology Essentials</b></p> <p>This module develops e-competencies by equipping students with the essentials of InfoComm Technology (ICT) concepts and skills needed to use ICT applications for information research, organisation, collaboration and presentation.</p>	<b>2</b>	
<b>GED1205</b>	<p><b>Principles &amp; Practices in Early Education</b></p> <p>This module provides students with an overview of the historical development of Early Childhood Care and Education (ECCE), pedagogical principles and contemporary perspectives. Students will also gain an understanding of the different models of practices internationally including the Rights of the Child (*UNCRC) and how they relate to Singapore. ECCE development in the Singapore landscape, policies (of MSF, MOE and ECDA), curriculum frameworks like the Early Years Development Framework and the Nurturing Early Learners: A Curriculum Framework for Kindergartens in Singapore (NEL Framework), as well as SPARK certification that guide provisions of quality care and education and key stage outcomes will also be included. Play that is central to trends and research in ECCE will be explored in the context of how developmentally, culturally and individually appropriate it is as a mode for learning in young children from infancy to the preschool years.</p> <p><i>*United Nations Convention on the Rights of the Child (UNCRC)</i></p>	<b>4</b>	

YEAR 1

**YEAR 2**

YEAR 3

TPFUN

You will know how to help the child to become a curious learner and a problem solver through the approach of holistic development. Pick up skills in curriculum planning and design and bring them to the next level with field practicum.

### Diploma Subjects - Core Subjects

<b>Subject Code</b>	<b>Subject</b>	<b>Credit Units</b>	
<b>GED2000</b>	<p><b>Practicum 2</b></p> <p>This practicum is for students to relate to practical aspects of working with children from three plus to six years of age in early childhood settings. Besides taking on teacher-assistant roles, the focus will be on setting up or reviewing the learning corners, engagement and facilitation in small group play and activities, as well as large/whole group teaching. Students will learn to plan a series of structured and unstructured sequential learning experiences for children according to the topic/theme of the practicum centre. The interests, needs and abilities of the group of children, the use of the environment and classroom management are considerations for planning. An integrated approach to the design and implementation of learning experiences that supports the six learning domains of the NEL Framework with the aim of enhancing and challenging children's desire to explore, experiment and discover in a safe environment will be emphasised. Students will also engage in reflective writing on their roles as a professional early educator and their interactions with children.</p>	<b>13</b>	
<b>GED2101</b>	<p><b>Effective Learning Environment for Young Children</b></p> <p>This module equips students with the principles to design conducive learning environments to support play and learning for children from birth to six-years of age, noting that the conditions in the environment also affect their behaviour. Students will also learn to set up appropriate learning areas to enhance the physical, cognitive and social and emotional development of children. The selection of print and non-print materials, use of technology and the role of the educator will also be covered.</p>	<b>4</b>	

<b>GED2102</b>	<b>Discovery of the World</b> This module provides an overview of how young children make sense of the world they live in and how they acquire knowledge and concepts. The scope of Science, environment awareness, technology in everyday life and learning, the Social Sciences, and culture and heritage, for children's inquiry will also be covered. Students will learn to use the Constructivist approach to teaching, engage in field exploration and setting up discovery corners. Teaching techniques that support inquiry and independent learning in children will be covered. In addition, developmentally and culturally appropriate learning goals and experiences for children from birth to six years of age will be addressed.	<b>4</b>	
<b>GED2103</b>	<b>Motor Skills Development</b> This module equips students with the knowledge and skills to help young children develop perceptual, fine motor and fundamental movement skills consisting of locomotor, non-locomotor and object control skills in a safe environment. Students will learn to observe, plan, implement and facilitate fun, meaningful and age appropriate indoor and outdoor play activities and fundamental movement experiences using an integrated approach to learning.	<b>4</b>	
<b>GED2104</b>	<b>Early Numeracy</b> This module examines the theoretical framework which underpins young children's learning of mathematics. Students will be introduced to the principles, knowledge and skills required to plan, implement and evaluate learning experiences that lay the foundations for children to become problem solvers and abstract thinkers. Students will learn to choose developmentally appropriate materials and resources, set up mathematically-rich environment, use teaching techniques to nurture children's mathematical thinking and assess their learning. The use of technology and integration of numeracy in the other learning domains will also be emphasised.	<b>4</b>	
<b>GED2201</b>	<b>Curriculum Planning &amp; Implementation</b> This module provides students with the knowledge and skills for planning, implementing and evaluating developmentally appropriate curriculum for children from birth to three and from three plus to six years of age. Students will take reference from the Early Years Development Framework and the NEL Framework to explore the scope and process of integrating learning areas and learning dispositions. Philosophies and beliefs and theoretical underpinnings of how children learn and develop that are fundamental to the meaning of curriculum will be discussed. The supporting environment, the types of learning activities, the role of the educator and different facilitation techniques will also be thoughtfully considered.	<b>4</b>	
<b>GED2202</b>	<b>Socio-Emotional Learning</b> This module equips students with the theoretical knowledge and pedagogical skills to nurture social-emotional competencies and positive values necessary for character formation in young children. It also addresses the role of teachers, in modelling good character traits, in helping children develop self-awareness and self-management skills for their emotional well-being as well as social competence to build strong interpersonal relationships. Students will also take reference from the six learning dispositions (PRAISE) and use children's picture books to promote positive values, pro-social behaviour, understanding of self and others and integrate social emotional learning across the curriculum.	<b>4</b>	
<b>GED2203</b>	<b>Working with the Exceptional Child</b> This module introduces students to various exceptional needs in young children including physical, cognitive, behavioural, emotional and sensory characteristics that make them different. Trends and issues in relation to inclusive practices and policies will be covered. Students will learn about their roles in an inclusive learning environment, design of individualised learning plans and communication with families. Students will also explore community resources and professionals that provide support for children with additional needs.	<b>4</b>	

YEAR 1

YEAR 2



**YEAR 3**

TPFUN







Deepen your knowledge in your area of interest with electives such as Music & Dance for Young Children or take up modules in the Visual Arts track. Put your skills and knowledge into practice on a six-month internship.

### Diploma Subjects - Core Subjects

Subject Code	Subject	Credit Units
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<b>GED2204</b>	<b>Family &amp; Community Partnership</b> This module equips students with the knowledge of family structure and dynamics in Singapore and skills for working and communicating with families, with the understanding of interdependence between schools and families. Various models of family involvement will be explored with a focus on schools working respectfully with diverse family groups and tapping on community resources for the education of young children.	<b>4</b>	
<b>GED3000</b>	<b>Student Internship Programme</b> This structured programme is designed to link your learning with the real work environment. You will be placed in organisation(s) with opportunities to apply the concepts and skills acquired in the course of your study. Besides reinforcing technical concepts and mastering of skills in areas that you have been trained, the practical training will enable you to build important skills such as problem-solving, communication, teamwork, and to cultivate good attitude and a strong work ethic.	<b>22</b>	

### Diploma Subjects - Elective/Track Options\*

<b>Subject Code</b>	<b>Subject</b>	<b>Credit Units</b>	
<b>GXA3001</b>	<b>2D &amp; 3D Art #*</b> This subject introduces students to the concept and practice of two and three dimensional representation and expression. In depth studio practice and art critique sessions will allow students the opportunity to acquire sound understanding of the use of art concepts and medium in effective and expressive representation. Additionally, meaningful art making plays an important role in promoting intellectual and emotional development in children and as such, pedagogical issues of facilitating artistic and aesthetic growth for the early years will be addressed.	<b>4</b>	
<b>GXA3002</b>	<b>Digital &amp; New Media #*</b> This subject will expose students to the foundation of digital and new media practices. Through a combination of studio practice and theory, learners will use new media technologies to develop insights and competencies in expression and representation. Linkages to early year's classroom practice will be made.	<b>4</b>	
<b>GXA3003</b>	<b>Book Illustration &amp; Design for Children #*</b> The emphasis of this subject is on the practice and understanding of design and illustration techniques for children's books. In this subject, students will learn the art of children books design across time and culture in addition, students will have the opportunities to explore and use various classical and contemporary design language, and illustration techniques to unpack the relationship between text and images. Students will be required to develop a series of illustrated works that culminates in a group 'showcase' at the conclusion of the course.	<b>4</b>	
<b>GXN3004</b>	<b>Classroom Management &amp; Strategies in Early Childhood Intervention</b> This subject presents an overview of the teaching and intervention approaches in working with children with different types of special needs. Students will also explore various teaching strategies to support, specific types of special needs children in the preschool setting. Beyond the theoretical aspects, students will also have targeted opportunities to participate in field observations and/or case studies analysis.	<b>4</b>	
<b>GXN3005</b>	<b>Early Intervention &amp; the Inclusive Curriculum</b> This subject aims to provide students with fundamental knowledge on how to create and organise the early year's environment to promote physical, intellectual, emotional and social development of children with special needs. Students will have the opportunity to design, implement and evaluate various approaches and strategies of teaching special needs children alongside mainstream learners in an inclusive classroom setting. Both theoretical and practical experiences will form the basis of learning for this subject.	<b>4</b>	
<b>GXT3006</b>	<b>Transcultural Issues &amp; Practices in Early Childhood</b> This subject examines early childhood care and education (ECCE) approaches, practices and issues in various parts of the world. It includes global trends and educational issues; early years pedagogical models and approaches, policies, philosophies and practices. This subject aims to	<b>4</b>	

help students to differentiate between local and global early childhood education, approaches, practices and issues and to appreciate the characteristics of quality early childhood care and education programmes for young children locally and globally. Chief of all, to allow students the opportunity to contextualise global priorities in ECCE within the Singapore context.

\*Students can choose to take any two electives from the above, or be part of the Visual Arts (VA) track by taking the three VA electives with #\*.

YEAR 1

YEAR 2

YEAR 3

**TPFUN**

You will also undergo TP Fundamentals (TPFun) – a set of subjects that equips you with the crucial life skills you need to navigate the modern world as an agile and forward-thinking individual, and team player.

### TP Fundamentals (TPFun) Subjects

Subject Code	Subject	Credit Units
GTP1301	<p><b>Current Issues &amp; Critical Thinking</b></p> <p>This subject covers current issues, including diverse local and global concerns, that will impact lives and may have critical implications for Singapore. There will be opportunities to build competence through self-directed learning, communicate and collaborate in active discussions and objectively analyse issues using digital and information literacy skills and critical thinking scaffolds.</p> <p>This subject aims to provide students with the knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• apply critical thinking tools to examine current issues.</li> <li>• effectively search for relevant information from a variety of sources.</li> <li>• evaluate research information.</li> <li>• cite sources to support their views.</li> <li>• articulate an informed opinion about current issues.</li> </ul>	3
GTX1001	<p><b>Effective Communication</b></p> <p>This subject introduces the fundamentals of effective communication. It also covers how to communicate with and convince an audience through writing and speaking tasks. The skills in this subject will include the application of strategies for communication, appropriate vocabulary, language features, visual aids, tone and style. The <b>Message, Audience, Purpose and Strategy (MAPS)</b> framework will also be applied when planning and engaging in written and verbal communication. There will be opportunities to communicate and collaborate through active learning activities, apply digital and information literacy skills and build competence through self-directed learning.</p> <p>This subject aims to equip students with the knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• apply the factors that influence effective communication.</li> <li>• structure a compelling point of view through a writing task.</li> <li>• express their ideas convincingly to an audience in an oral presentation.</li> </ul>	3
GTX1002	<p><b>Professional Communication</b></p> <p>This subject covers professional communication skills for the workplace and employability skills in the areas of career preparation. It covers communication and interpersonal skills, including effective virtual communication etiquette, and conducting oneself professionally in the workplace. In addition, essential career preparation skills such as resume writing and interview skills, needed to seek and secure work would be included. The <b>Message, Audience, Purpose and Strategy (MAPS)</b> framework would also be applied when engaging in written and verbal communication. There will be opportunities to communicate and collaborate through active learning activities, apply digital and information literacy skills and build competence through self-directed learning.</p> <p>The subject aims to equip students with the knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively in the workplace using principles of effective written communication and interpersonal skills.</li> <li>• apply effective job search and interview skills in their career preparation.</li> </ul>	3
GTP1101	<p><b>Leadership Fundamentals</b></p> <p>This subject focuses on self-leadership based on the values of integrity, respect, and</p>	2

responsibility. Increasing awareness of self and others will lay the foundations for personal and relationship effectiveness. Consequential thinking, clear articulation of personal values and visions, emphatic listening, and collaboration in serving others are some of the essential skills covered in this leadership journey. There will be opportunities to build and to apply the concepts of being a values-centred leader.

The aim of this subject is to guide students to:

- design a personal growth plan based on strengths, values and purpose.
- apply the attributes of logical and emotional intelligence to improve team effectiveness.
- identify the key messages of respect in relationships.
- apply the principles of effective personal financial management.

**GTP1102**

### **Leadership in Action**

**1**



This subject focuses on Service Learning as an experiential platform to apply the tenets of Self and Team Leadership. Service Learning will be the capstone project for this subject, which will require an analysis of the diverse needs of the community, collaboration with community partners and demonstration of learning, including key elements of empathy. There will be opportunities to build and to apply the concepts of being a values-centred leader.

This subject aims to equip students with the knowledge and skills to:

- plan and carry out a project to demonstrate empathy towards people in a diverse community.
- apply diploma core knowledge and skills through the Service Learning platform to address community needs.
- reflect on the Service Learning experience when working in teams and with community partners.

**GTP1201**

### **Career Readiness CARE1**

**1**



This subject focuses on personal management skills. It develops an understanding of one's career interests, values, personality and skills for career success. It covers the necessary knowledge, skills and attitudes needed to succeed in the workplace and achieve professional goals. There will be exposure to apply digital and information literacy skills, build competence through self-directed learning methods and acquire the skills of being a lifelong learner.

This subject aims to equip students with the knowledge and skills to:

- analyse personal characteristics that can contribute positively to achieving personal, educational and career goals.
- make career decisions that are aligned with their interests, skills and values.

**GTP1202**

### **Career Readiness CARE2**

**1**



This subject focuses on career management skills. It covers the importance of workplace readiness skills to adapt and respond to the changing job market environment. Career ownership and continuous learning for lifelong employability will be emphasised. There will be exposure to apply digital and information literacy skills, build competence through self-directed learning, and acquire the skills of being a lifelong learner.

This subject aims to equip students with the knowledge and skills to:

- identify their work profiles to help them in their career choices in a changing job market environment.
- take career ownership for continuous learning and lifelong employability.

**LSW1002**

### **Sports & Wellness**

**2**



The subject enables students to build a good foundation for healthy living. Students will have the opportunity to participate in hands-on practical sessions where they will experience and develop both physical and technical skills in their chosen sports or fitness activities. Through a structured curriculum that facilitates group participation, practice sessions and mini competitions, students will be able to build lifelong skills such as resilience, leadership, communication and teamwork. Physical activity sessions will also be supplemented by health-related topics that span the dimensions of health, such as diet, nutrition, stress and weight management, to provide students with a holistic approach to healthy living. This subject also prepares students to be self-directed and accountable for lifelong learning for good health.

**GIN1001**

### **Innovation & Entrepreneurship**

**2**



The subject is designed for learners from all disciplines to embrace innovation in either their specialised field or beyond. Learners will be taught to apply the Design Thinking framework to develop problem statements, ideate and identify feasible solutions. Learners will be exposed to several tools for prototyping. In addition, commercial awareness will be imbued in learners through various innovation and entrepreneurship concepts or tools. This subject also prepares



students to be self-directed lifelong learners who are digital and information literate. It nurtures communicative and collaborative citizens who can use objective analysis in problem-solving.

**GG51002**

**Global Studies**

**3**



This subject provides essential skills and knowledge to prepare students for an overseas experience. They will examine the elements of culture and learn the key principles of cross-cultural communication. In addition, they will gain an appreciation and awareness of the political, economic, technological and social landscape to function effectively in a global environment. The subject prepares students to be responsible citizens and leaders who can contribute to the global community through effective communication and collaboration.

**GG51003**

**Managing Diversity at Work\***

**3**



This subject explores the concepts of identity, diversity and inclusion at the workplace. It examines the relationship between identity and diversity, the benefits and challenges of diversity and the strategies that promote inclusion and inspire collaboration in a diverse workplace. Examples of the elements of diversity covered in this subject include nationality, generation, ethnicity and gender. The subject prepares students to be responsible citizens and leaders who can contribute to the global community through effective communication and collaboration.

**GG51004**

**Global Citizenship & Community Development\***

**3**



Students will examine the meaning and responsibilities of being a Global Citizen, in order to contribute towards a more equitable and sustainable world. In addition, students will learn how sustainable solutions can support community development, and, execute and critique a community action plan that addresses the needs of a specific community/cause. The subject prepares students to be responsible citizens and leaders who can contribute to the global community through effective communication and collaboration.

**GG51005**

**Expressions of Culture\***

**3**



This subject provides a platform for an understanding of culture and heritage through modes of expression. Students will be introduced to global and local cultures via everyday objects, places and human behaviour seen through time and space. Students will explore issues and challenges in culture and heritage sustainability in community, national and global contexts. The subject prepares students to be responsible citizens and leaders who can contribute to the global community through effective communication and collaboration.

**GTP1302**

**Guided Learning**

**3**



The subject introduces students to the concepts and process of self-directed learning in a chosen area of inquiry. The process focusses on four stages: planning, performing, monitoring and reflecting. Students get to plan their individual learning project, refine and execute the learning plan, as well as monitor and reflect on their learning progress and project. The learning will be captured and showcased through a curated portfolio. The self-directed learning project will broaden and/or deepen a student's knowledge and skills. Students will enhance their problem solving and digital literacy skills through this subject.

\*Students must choose one of these three electives under the 'Global Studies 2' subject, or take 'Guided Learning'

**GRADUATION REQUIREMENTS**

TP Core Subjects

24 credit units

Diploma Subjects - Core Subjects

104 credit units

Diploma Subjects - Elective Subjects

min 8 credit units

**Total Credit Units Completed**

min 136 credit units