

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR EDUCARER**

Occupation: Senior Educarer

Occupation Description:

The Senior Educarer plays an active role as a mentor to Educarers. He/She provides leadership in the design and set up of secure and quality learning environments for young children, and guides Educarers in nurturing respectful, responsive and reciprocal relationships with them. The Senior Educarer leads in the design and implementation of a developmentally and culturally appropriate curriculum. He/She develops structures for sustained collaborative partnerships with families and the community, and is intentional in establishing and co-leading collaborative partnerships with them. The Senior Educarer designs and implements centre initiatives and programmes, and contributes to the centre's culture of continuous learning, collaboration and collegiality, in line with its vision, mission and goals.

Important Points to Note about this Document

This document is intended purely to provide general information to enable individuals, employers and training providers to be informed about the skills for career, training and education purposes. WDA and ECDA provide no warranty whatsoever about the contents of this document, and do not warrant that the courses of action mentioned in this document will secure employment, promotion, or monetary benefits. WDA will not be liable for any loss, damage or expense that individuals may incur as a result of reliance on the contents of this document.

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The skills expected of the Senior Educarer are summarised below:

Skill Category*	Skill
Developing the Child Holistically	<u>Child Development</u> ECC-DCH-5001-1.1 Integrate Understanding of How Children (birth to age 3) Learn and Develop, within the Curriculum
	<u>Curriculum and Pedagogy</u> ECC-DCH-5002-1.1 Customise Developmentally Appropriate Teaching, Learning and Care-giving Approaches Aligned to Curriculum Frameworks
	ECC-DCH-5003-1.1 Customise Strategies to Observe and Document Children’s Learning (Senior Educarer)
	ECC-DCH-5004-1.1 Engage Children Meaningfully through the Co-design of Centre’s Curriculum and Use of Appropriate Pedagogy (Senior Educarer)
	ECC-DCH-5005-1.1 Evaluate Differentiated Teaching and Learning Strategies to Meet the Diverse Needs of Children
	ECC-DCH-5006-1.1 Lead in Integrating Respectfulness, Responsiveness and Reciprocity within the Curriculum
	<u>Learning Environment</u> ECC-DCH-5007-1.1 Design Quality Learning Environments (Senior Educarer)
	<u>Interactions and Relationships</u> ECC-DCH-5008-1.1 Model Respectful, Responsive and Reciprocal Interactions and Relationships with Each Child within a Group Setting
	ECC-DCH-5009-1.1 Lead in the Development of Secure Attachments in Children through Warm, Consistent and Nurturing Care-giving
	<u>Health, Safety and Nutrition</u> ECC-DCH-5010-1.1 Advocate Appropriate Course of Action for the Protection of Children (Senior Educarer)
	ECC-DCH-5011-1.1 Advocate for a Safe and Healthy Environment within the Centre (Senior Educarer)
Collaborating with Families and Community	<u>Family and Community Partnerships</u> ECC-CFC-5001-1.1 Develop Strategies to Establish Partnerships and Collaborations with Families and Community Stakeholders (Senior Educarer)
	ECC-CFC-5002-1.1 Lead in Implementing Collaborative Efforts amongst Families and Community Stakeholders (Senior Educarer)

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Skill Category*	Skill
Building Professional Capacity	<u>Professional Mastery</u> ECC-BPC-5001-1.1 Mentor Educarers to Enhance Their Daily Practice
	ECC-BPC-5002-1.1 Contribute to Fostering a Culture of Continuous Learning (Senior Educarer)
	LPM-DEV-301C-0 Develop and Motivate Team Members through Capability Development
	BM-SPI-304E-1 Display Critical Thinking and Analytical Skills
	<u>Professional Values and Ethics</u> ECC-BPC-5003-1.1 Advocate for Ethical Behaviour and Professionalism among Colleagues (Senior Educarer)
Building Organisational Capacity	<u>Teamwork and Collaboration</u> ECC-BOC-5001-1.1 Foster a Culture of Collaboration (Senior Educarer)
	ES-IP-302G-1 Facilitate Effective Work Teams
	ES-IP-301G-1 Facilitate Effective Communication and Engagement at the Workplace
	ES-PMD-303G-1 Apply Emotional Competence to Manage Self and Team at the Workplace
	ES-ACE-302G-1 Solve Problems and Make Decisions at Supervisory Level
	<u>Visioning and Planning</u> ECC-BOC-5002-1.1 Collaborate with the Centre Leader, Lead Teacher and Centre Staff to Align Short-term and Long-term Goals to the Vision, Mission and Values of the Centre (Senior Educarer)

* The definition of the ECCE Skill Category can be found in [Annex 1](#).

The required performance needed to demonstrate achievement of each skill is further developed in terms of the 5 domains (Knowledge and Analysis, Application and Adaptation, Innovation and Value Creation, Social Intelligence and Ethics, and Learning to Learn), and the critical circumstances and contexts that the skill may be demonstrated (Range of Application). The detailed definitions of the 5 domains can be found in [Annex 1](#).

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Skill Code	ECC-DCH-5001-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Child Development
Skill	Integrate Understanding of How Children (birth to age 3) Learn and Develop, within the Curriculum		
Skill Description	This skill describes the ability to analyse classroom or centre curriculum to ensure relevance to developmental theory and current research. It involves utilising understanding of contemporary theories and literature to support colleagues in planning for individual children and the group, engaging families in deepening their understanding of child development, as well as reflecting on the effectiveness of integrating understanding of how children (birth to age 3) learn and develop, within the curriculum.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Current research and key trends on children’s growth, well-being, learning and development • Strategies to analyse and apply in-depth understanding of children’s growth, well-being, learning and development to curriculum 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Utilise understanding of contemporary theories and literature to support colleagues in planning for individual children and the group • Analyse classroom or centre curriculum to ensure relevance to developmental theory and current research 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Engage families in deepening understanding of child development and the factors that contribute to each child’s development 		
Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on the effectiveness of integrating understanding of how children (birth to age 3) learn and develop, within the curriculum 		
Range of Application <i>(where applicable)</i> <i>It refers to the critical</i>	Engage families in deepening understanding of child development and the factors that contribute to each child’s development may include, but are not limited to:		

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<i>circumstances and contexts that the skill may be demonstrated.</i>	<ul style="list-style-type: none">• Sharing observations of children• Informing families of current research and key trends on children's learning and development• Identifying the gaps in parents' understanding of child development• Organising parenting workshops or engagement sessions• Home visits
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Skill Code	ECC-DCH-5002-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Customise Developmentally Appropriate Teaching, Learning and Care-giving Approaches Aligned to Curriculum Frameworks		
Skill Description	This skill describes the ability to apply knowledge of child development, pedagogy, current research and the children they teach to plan appropriate learning goals for them individually and collectively, as well as to refine teaching, learning and care-giving approaches, aligned to the relevant Curriculum Frameworks utilised in Singapore. It includes evaluating and customising or refining approaches to foster children's learning, and modelling and helping colleagues improve and refine the curriculum aligned to the needs of the child.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The relevant Curriculum Frameworks utilised in Singapore • Strategies to customise teaching, learning and care-giving approaches to cater to the developmental needs of children • Current research and key trends in early childhood education pedagogy, and teaching and learning approaches • The aspiration of parents and the needs of the children attending the centre 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Evaluate and customise/refine a range of teaching, learning and care-giving approaches to foster children's learning • Apply knowledge of child development, pedagogy, and the children they teach to plan appropriate learning goals for them individually and collectively • Apply knowledge of early childhood education pedagogy and current research to support and refine teaching, learning and care-giving approaches 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Initiate new ways to customise developmentally appropriate teaching, learning and care-giving practices aligned to Curriculum Frameworks 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Model and help colleagues improve and refine the curriculum, aligned to the needs of the child 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on effectiveness of customised teaching, learning and care-giving practices aligned to Curriculum Frameworks
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Relevant Curriculum Frameworks must include:</p> <ul style="list-style-type: none"> • Nurturing Early Learners: A Curriculum Framework for Kindergartens in Singapore • Nurturing Early Learners Framework for Mother Tongue Languages • Early Years Development Framework

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Skill Code	ECC-DCH-5003-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Customise Strategies to Observe and Document Children's Learning		
Skill Description	This skill describes the ability to refine and strengthen observation and documentation of children's learning, adapt tools to aid teachers in their self-reflection, plan strategies to promote the effective use of existing teaching and learning resources, and facilitate conversations to design and select new resources. It includes reflecting on the impact of the use of customised tools, and leading discussions on peer observations to review and customise strategies.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Factors to consider in selection of tools to guide observation and documentation of the children's learning • How to promote peer observation • Current research and key trends in observation and documentation strategies 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Refine and strengthen observation and documentation of children's learning • Adapt tools to aid teachers in their reflection of own practices • Plan strategies to promote the effective use of existing teaching and learning resources • Facilitate conversations to design and select new teaching and learning resources 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Lead discussions on peer observations, and to review and customise strategies to observe and document children's learning 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on the impact of the use of customised tools for observation and documentation of children's learning 		

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Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Factors to consider in selection of tools to guide observation and documentation of the children's learning may include, but are not limited to: <ul style="list-style-type: none">• Whether the scope and design of the tool addresses the identified focus• Consistency in measurement of qualities• Clear instructions and directions for use
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Skill Code	ECC-DCH-5004-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Engage Children Meaningfully through the Co-design of Centre's Curriculum and Use of Appropriate Pedagogy (Senior Educarer)		
Skill Description	This skill describes the ability to co-develop with the Lead Teacher and Centre Leader, an integrated and effective system of curriculum, assessment and programme development that engages children meaningfully and builds the foundation for children to achieve the desired outcomes and vision. It includes developing appropriate learning objectives for centre's curricula and programmes and designing programmes and activities to help children achieve the learning objectives. It involves initiating action research and keeping abreast of current research and key trends on curriculum and pedagogy, as well as facilitating discussions, and reflecting on the effectiveness of centre's curriculum and use of pedagogy.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The links between curriculum, pedagogy, assessment and programme evaluation • Approaches to curriculum design • Factors to consider in selecting appropriate pedagogy and adapting curricula and programmes • How to implement a curriculum effectively • Process of designing and implementing a curriculum that builds the foundation for children to achieve the desired outcomes and vision, as described in the Early Years Development Framework (EYDF) 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Co-develop an integrated and effective system of curriculum, assessment and programme development with Lead Teacher and Centre Leader • Apply knowledge of the guiding principles to develop and implement curricula and programmes in the co-design of curricula and programmes • Develop appropriate learning objectives for centre's curricula and programmes, based on centre's learning goals • Design programmes and activities to help children achieve the learning objectives • Implement a curriculum that engages children meaningfully • Develop a curriculum that builds the foundation for children to achieve the desired outcomes and vision 		

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<p>Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i></p>	<p>N/A</p>
<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<ul style="list-style-type: none"> • Facilitate discussions and gather feedback from colleagues on the effectiveness of customisation of curriculum, use of appropriate pedagogy, and alignment of curriculum to the centre’s vision, mission and values
<p>Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of work.</i></p>	<ul style="list-style-type: none"> • Initiate action research in relation to curriculum and pedagogy • Keep abreast of current research and key trends on effective curriculum and appropriate pedagogy • Reflect on effectiveness of customisation of curriculum, use of appropriate pedagogy, and alignment of curriculum to the centre’s vision, mission and values
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Approaches to curriculum design may include, but is not limited to:</p> <ul style="list-style-type: none"> • Identifying a problem or a need • Examining the particular needs of learners • Developing goals and measurable learning objectives • Devising steps for implementation • Considering evaluation and feedback <p>The factors to consider in selecting appropriate pedagogy and adapting curricula and programmes may include, but are not limited to:</p> <ul style="list-style-type: none"> • Quality, comprehensiveness and appropriateness of curricula and programmes • How the curricula and programmes fit in with centre’s broader goals, standards, and programme values • Significant predictors of positive development and learning based on research • Factors that contribute to each child’s development • The social and cultural background of each child

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Skill Code	ECC-DCH-5005-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Evaluate Differentiated Teaching and Learning Strategies to Meet the Diverse Needs of Children (Senior Educarer)		
Skill Description	This skill describes the ability to design, reflect on, review and evaluate teaching and learning strategies, refine learning strategies to suit the needs of each child, and develop a variety of teaching and learning methods and activities. It includes recognising risk factors, delays or disabilities that may indicate a need for special services, forging partnerships with professionals who work with children with diverse needs, and guiding Educarers in the implementation of differentiated learning strategies. It involves keeping abreast of current research and key trends on the facilitation of optimal development, gathering feedback from colleagues to review differentiated learning strategies, and reflecting on the effectiveness of teaching and learning methods and activities.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The diverse needs of children • Effective strategies for differentiated learning • Strategies to guide Educarers in the implementation of differentiated teaching and learning • Current research and key trends in differentiated learning strategies, and working with children with diverse needs • Evidence-based best practices related to inclusion 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Develop a variety of teaching and learning methods and activities • Design, reflect on, review and evaluate teaching and learning strategies to suit the needs of each child • Refine differentiated learning strategies to suit the diverse needs of children • Forge partnerships with other professionals who work with children to support children with diverse needs • Recognise risk factors, delays or disabilities that may indicate a need for special services • Guide Educarers in the implementation of differentiated learning strategies 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Initiate new ways of engaging children with diverse needs based on research, observations and recommendations from other professionals who work with children 		

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<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Share with Educarers current trends in nurturing children with diverse needs • Gather feedback from colleagues to review differentiated learning strategies
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Keep abreast of current research and key trends on strategies for facilitating optimal development • Reflect on effectiveness of teaching and learning methods and activities
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>The diverse needs of children may include, but are not limited to:</p> <ul style="list-style-type: none"> • Learning abilities • Learning styles • Medical, behavioural, developmental, learning or mental health issues • Culture, language, religion and family background <p>Professionals who work with children may include, but are not limited to:</p> <ul style="list-style-type: none"> • Psychologists • Early intervention specialists • Child welfare workers • Speech therapists • Occupational therapists

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Skill Code	ECC-DCH-5006-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Lead in Integrating Respectfulness, Responsiveness and Reciprocity within the Curriculum		
Skill Description	This skill describes the ability to work with the Centre Leader or Lead Teacher to develop, deliver, monitor and evaluate a curriculum that integrates respectfulness, responsiveness and reciprocity. It involves designing and implementing innovations in pedagogy, being a role model and supporting colleagues as they acquire skills to integrate, as well as stay up-to-date with evidence-based research that informs the practice of integrating the values of respectfulness, responsiveness and reciprocity into the curriculum.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	The ability to understand: <ul style="list-style-type: none"> Strategies to develop and deliver a curriculum that integrates respectfulness, responsiveness and reciprocity 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: <ul style="list-style-type: none"> Work with the Centre Leader or Lead Teacher in developing and delivering a curriculum that integrates respectfulness, responsiveness and reciprocity Work with the Centre Leader or Lead Teacher in the continuous monitoring and evaluation of the environment for practices that integrate respectfulness, responsiveness and reciprocity within the curriculum Work with the Centre Leader or Lead Teacher in the review and evaluation of the effectiveness of the integration of respectfulness, responsiveness and reciprocity within the curriculum 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	The ability to: <ul style="list-style-type: none"> Design and implement innovations in pedagogy to enhance the integration of respectfulness, responsiveness and reciprocity within the curriculum 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> Model and support colleagues as they acquire skills to integrate respectfulness, responsiveness and reciprocity into the curriculum 		
Learning to Learn <i>It refers to the ability to develop and improve</i>	The ability to: <ul style="list-style-type: none"> Stay up-to-date with evidence-based research that informs the 		

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<i>one's self within and outside of one's area of work.</i>	practice of integrating the values of respectfulness, responsiveness and reciprocity into the curriculum
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Strategies to develop and deliver a curriculum that integrates respectfulness, responsiveness and reciprocity may include, but are not limited to:</p> <ul style="list-style-type: none"> • Encouraging active learning • Integrating play and exploration • Allowing time and activities to explore respectfulness, responsiveness and reciprocity

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Skill Code	ECC-DCH-5007-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Learning Environment
Skill	Design Quality Learning Environments (Senior Educarer)		
Skill Description	This skill describes the ability to facilitate the design of a learning environment that is engaging, stimulating and challenging for children. It includes facilitating and mentoring colleagues in understanding the requisites and methods for creating indoor and outdoor learning environments which are responsive to the needs of the child and help build the child's confidence. It also involves evaluating and reflecting on the effectiveness of the learning environment in alignment to the centre's vision, mission and values.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Features of a quality learning environment • Features of learning environments that support integrated approaches to learning and encourage children to take responsibility for their learning • Strategies to evaluate effectiveness of learning environment in alignment to centre's philosophy and goals 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Facilitate the design of indoor and outdoor learning environments which build the child's confidence to face risks and challenges • Facilitate the design of a learning environment that is engaging, stimulating and challenging for children • Evaluate effectiveness of learning environment in alignment to centre's vision, mission and values 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Model and mentor colleagues as they create a positive indoor and outdoor environment • Model strategies for and help colleagues understand methods for creating learning environments that are responsive to the needs of the child 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on effectiveness of the learning environment designed 		
Range of Application	Features of a quality learning environment must include, but are not		

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<i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	limited to: <ul style="list-style-type: none">• Is responsive to children’s needs• Enhances children’s learning meaningfully and creatively• Provides opportunities for critical thinking and engagement
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Skill Code	ECC-DCH-5008-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Interactions and Relationships
Skill	Model Respectful, Responsive and Reciprocal Interactions and Relationships with Each Child within a Group Setting		
Skill Description	This skill describes the ability to model and adapt respectful, responsive and reciprocal interactions with each child within a group setting, based on observation and understanding of each child's unique personality, behaviour style and temperament. Modelling the creation and sustaining of a nurturing, emotional and interactional environment includes modelling awareness and sensitivity to diversity in children's cultural and ethnic backgrounds, as well as commitment to respectful relationships and engagement with children. It also involves monitoring the environment for practices that nurture trusting, respectful relationships with children, reviewing and refining strategies for planning, implementing, and assessing the on-going use of appropriate verbal and non-verbal communication with children.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Current research, key trends and best practices for establishing respectful, responsive and reciprocal interactions and relationships • Indicators of a nurturing, emotional and interactional environment 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Monitor the environment for practices that nurture respectful, responsive and reciprocal interactions and relationships with each child within a group setting • Model and adapt respectful, responsive and reciprocal interactions with each child based on each child's unique personality, behaviour style and temperament • Utilise child observation and assessment to individualise and improve interactions with children • Model the creation and sustaining of a nurturing, emotional and interactional environment that provides security for children • Review and refine strategies for planning, implementing, and assessing the ongoing use of appropriate verbal and non-verbal communication with children • Monitor and refine strategies for achieving respect for diversity in children's culture, language and religion in all interactions 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to</i>	N/A		

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<i>organisational goals.</i>	
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Share evidence-based research on best practices related to establishing respectful, responsive and reciprocal interactions and relationships • Model awareness and sensitivity to diversity in children’s cultural, language, and religious background • Model commitment to respectful relationships and engagement with children
Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Engage in a professional/networked learning community to exchange and disseminate good practices in fostering respectful, responsive and reciprocal relationships with children • Stay up-to-date with evidence-based research on fostering and sustaining respectful, responsive and reciprocal interactions and relationships with children
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Indicators of a nurturing emotional and interactional environment may include, but are not limited to:</p> <ul style="list-style-type: none"> • Educarers display sensitivity to each child’s needs • Educarers recognise each child’s unique personality, behavioural style, temperament, strengths and interests • Educarers nurture respect for diversity in children’s culture, language and religion in all interactions • Educarers respond promptly, appropriately and consistently to the needs of each child • Educarers offer predictable daily routines and interactions

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Skill Code	ECC-DCH-5009-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Interactions and Relationships
Skill	Lead in the Development of Secure Attachments in Children through Warm, Consistent and Nurturing Care-giving		
Skill Description	This skill describes the ability to lead colleagues in monitoring and refining strategies to support children’s development of secure attachment. It involves staying up-to-date with and sharing evidence-based research that informs best practices to facilitate psychological safety and secure attachments, including continuity of care for children from birth to age 3.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Current research, key trends and best practices for the development of secure attachment in children • Indicators of secure attachment in children • Strategies to lead in the development of secure attachment in children 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Monitor and refine strategies to support children’s development of secure attachment 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	N/A		
Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Stay up-to-date with evidence-based research that informs best practices to facilitate psychological safety and secure attachments, including continuity of care for children from birth to age 3 		

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<i>work.</i>	<ul style="list-style-type: none"> • Share evidence-based research on best practices related to the development of secure attachment in children
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Indicators of secure attachment in children must include, but are not limited to:</p> <ul style="list-style-type: none"> • Children seek out primary caregiver for comfort and to meet needs • Children make and initiate eye contact with primary caregiver • Children frequently engage in playful interactions with primary caregiver • Infants use different cries to alert primary caregiver of needs and wants • Children are able to be consoled by primary caregiver

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Skill Code	ECC-DCH-5010-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Health, Safety and Nutrition
Skill	Advocate Appropriate Course of Action for the Protection of Children		
Skill Description	This skill describes the ability to guide Educarers on the appropriate course of action to protect and support children experiencing emotional stress, abuse or neglect. It includes recognising emotional stress, abuse or neglect in children and seeking professional guidance and advice from external agencies, specialists and other stakeholders. It also involves self-reflection on management of own emotions and effectiveness in applying the appropriate positive guidance techniques to support children's emotional development, as well as obtaining feedback from colleagues to improve one's skill and disposition in applying the techniques.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Signs and symptoms of emotional stress, abuse or neglect in children • The importance of the protection of children • Different ways in which children can be harmed • Child protection procedures • Practices or situations which violate the safety and well-being of children • Strategies to advocate appropriate course of action for the protection of children • Protocols for escalation and reporting 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Recognise emotional stress, abuse or neglect in children and seek professional guidance or advice where needed • Guide Educarers on appropriate course of action to protect and support children experiencing emotional stress, abuse or neglect 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work with external agencies, specialists and other stakeholders to protect and support children experiencing emotional stress, abuse or neglect 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on own effectiveness in identifying and applying the appropriate positive guidance techniques to support children's emotional development • Reflect on management of own emotions when supporting children experiencing emotional stress, abuse or neglect • Obtain feedback from colleagues to improve one's skill and disposition in applying the positive guidance techniques
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Child protection procedures must include, but are not limited to:</p> <ul style="list-style-type: none"> • Action for the abuse of a child within the centre • Procedures for recording and reporting

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Skill Code	ECC-DCH-5011-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Health, Safety and Nutrition
Skill	Advocate for a Safe and Healthy Environment within the Centre		
Skill Description	This skill describes the ability to work with Centre Leader to iterate importance of optimal health and safety guidelines to the staff, co-plan and conduct regular emergency drills and co-lead periodic reviews of the implementation of health and safety guidelines. It includes guiding colleagues in the execution of correct procedures for responding to illnesses, accidents, and emergencies, and facilitating professional discussions with staff to evaluate existing procedures for illnesses, accidents and emergencies. It also involves ensuring new and relief educators are informed of specific arrangements for children to ensure stability and consistency of care, and initiating ways to ensure the safety of the centre and children, based on observations and research on best practices for safety.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Safety and hygiene standards • How to support Centre Leader in ensuring a safe and healthy environment within the centre 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work with Centre Leader to disseminate information on and iterate importance of optimal health and safety guidelines to the staff • Guide colleagues in the execution of procedures for illnesses, accidents and emergencies • Co-lead with Centre Leader in periodic review of the implementation of health and safety guidelines, based on feedback given by colleagues • Ensure new and relief educators are informed of specific arrangements for children to ensure stability and consistency of care • Plan and inform others of appropriate response procedures (including emotional support) in the event of emergencies • Co-plan and conduct regular emergency drills 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Initiate ways to ensure the safety of the centre and children, based on observations and research on best practices for safety 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity</i>	N/A		

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<i>management guided by professional codes of ethics.</i>	
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Maintain knowledge of correct procedures for responding to illnesses, accidents, and emergencies • Facilitate professional discussions with staff to evaluate existing procedures for illnesses, accidents and emergencies
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Safety and hygiene standards must include, but are not limited to: <ul style="list-style-type: none"> • Workplace Safety and Health Act • Child Care Centres Act • ECDA Assessment of Licensing Standards in Child Care Centres • ECDA Guidelines for Centre Based Infant/Toddler Care Services • Child Protection Act

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Skill Code	ECC-CFC-5001-1.1	Skill Category	Collaborating with Families and Community
		Skill Sub-Category <i>(where applicable)</i>	Family and Community Partnerships
Skill	Develop Strategies to Establish Partnerships and Collaborations with Families and Community Stakeholders (Senior Educarer)		
Skill Description	This skill describes the ability to develop strategies by working with Centre Leader and Lead Teacher to establish partnerships with families and community stakeholders by designing activities and resources, implementing platforms for exchange of information, initiating and obtaining feedback on new strategies for engagement, and facilitating engagement amongst children, families and community stakeholders. It also includes working with Educarers to identify and address systemic barriers, helping Educarers develop and refine skills for involving families, fostering an atmosphere of respect for and acceptance of families and exercising sensitivity to stakeholders' schedules, values, and cultural practices.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Strengths and needs of families in early childhood education settings • Strategies to engage families and community stakeholders • Systemic barriers to effective communication • Challenges faced by Educarers in establishing partnerships with families and community stakeholders • Strategies to document interactions with families 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work with the Centre Leader and Lead Teacher to build a sense of community amongst the children, families and community stakeholders • Work with Centre Leader and Lead Teacher in developing and implementing centre-wide plans for collaborations with families • Design activities and resources that support the primary role of families in children's education and care • Plan and implement a variety of platforms for Educarers and families to exchange information • Obtain feedback on strategies implemented to establish partnerships with families and community stakeholders • Work with Educarers to identify and address systemic barriers to effective communication with families and community stakeholders • Document interactions with families • Help Educarers develop and refine skills for involving families in daily activities and centre's programmes 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Participate in efforts to establish and strengthen a comprehensive system that encompasses early care and education and community resources • Initiate new strategies to engage families and community stakeholders 		

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<i>that are aligned to organisational goals.</i>	
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Foster an atmosphere of respect for and acceptance of families within the centre • Facilitate engagement amongst children, families and community stakeholders through discussions and community events • Ensure that opportunities for collaboration are sensitive to stakeholders' schedules, values, and cultural practices
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Systemic barriers to effective communication may include, but are not limited to:</p> <ul style="list-style-type: none"> • Physical • Perceptual • Emotional • Socio-cultural • Language • Interpersonal • Psychological <p>Activities and resources that support the primary role of families in children's education and care may include, but are not limited to:</p> <ul style="list-style-type: none"> • Parenting toolkit • Take-home activity to encourage family-child interaction • Parenting tips, resources and articles on parenting and child <p>Platforms for Educarers and families to exchange information may include, but are not limited to:</p> <ul style="list-style-type: none"> • Orientation and parent-teacher meetings • Bulletin boards and newsletters • Social events, forums and parent education programmes • Programme handbook • Daily communications journal

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Skill Code	ECC-CFC-5002-1.1	Skill Category	Collaborating with Families and Community
		Skill Sub-Category <i>(where applicable)</i>	Family and Community Partnerships
Skill	Lead in Implementing Collaborative Efforts amongst Families and Community Stakeholders (Senior Educarer)		
Skill Description	This skill describes the ability to lead in planning and implementing collaborative projects and creating opportunities for stakeholders' involvement. It involves co-evaluating partnership models with Centre Leaders, conceptualising programmes that nurture the development of children, co-facilitating the exchange of professional ideas and building relationships with community stakeholders. It also includes keeping informed about current research on home-centre partnerships, understanding strategies to lead teams, and communication to facilitate discussions.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Community stakeholders and resources available that can benefit children and families • Communication techniques to facilitate a discussion • Strategies to lead team in planning collaborative classroom and centre-wide projects with community stakeholders • Strategies for effective project management 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Lead team in planning and implementing collaborative centre-wide projects • Lead in creating opportunities for stakeholders' involvement in the centre programmes and activities • Co-evaluate with Centre Leader the home-school-community partnership platforms or models in the centre and the wider community 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work with community stakeholders to conceptualise programmes that nurture the development of children 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Co-facilitate the exchange of professional ideas amongst colleagues and community stakeholders • Build relationships with community stakeholders over the span of the collaboration 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Stay informed about current research and literature on home-centre-community partnerships 		

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<i>outside of one's area of work.</i>	
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Strategies to lead team in planning collaborative classroom and centre-wide projects with community stakeholders may include, but are not limited to:</p> <ul style="list-style-type: none"> • Delegating roles and responsibilities, taking into consideration the competencies of individual team members • Communicating to team members the importance and interdependence of each member's role • Promoting the benefits of diversity within the team • Communicating thoughts and feelings to justify a position and responsibilities assigned to team members • Involving team members in the planning of work activities to promote ownership and commitment to work plan • Providing opportunities for team members to contribute ideas and skills • Maintaining positive relationships amongst team members • Providing resources, assistance and support needed by team members to complete projects or work activities

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Skill Code	ECC-BPC-5001-1.1	Skill Category	Building Professional Capacity
		Skill Sub-Category <i>(where applicable)</i>	Professional Mastery
Skill	Mentor Educarers to Enhance Their Daily Practice		
Skill Description	This skill describes the ability to mentor Educarers to identify areas for enhancement in daily practice. It includes role-modelling and providing critical inputs to colleagues to support their engagement in continuous learning and reflective practice, and sharing of experiences in teaching, learning, and care-giving approaches. It also includes maintenance of documentation of professional development activities involving the mentor and mentee.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The mentoring process • Mentoring strategies • Specific description and responsibilities of a mentor as specified by the centre • Methods to evaluate the mentoring processes • Areas to be mentored in for Educarers to enhance their daily practice 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Mentor Educarers in identified areas to enhance their daily practice • Communicate the importance of reflective practice • Create opportunities for reflective practice • Maintain documentation of professional development activities involving the mentor and mentee • Provide critical input to colleagues to support them in engaging in continuous learning and reflective practice 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Share personal experiences and teaching, learning and care-giving approaches to support the development of Educarers 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Model reflective practice and commitment to continuous learning • Engage Educarers in professional conversations focused on enhancing daily practice 		
Range of	The mentoring process must include, but is not limited to:		

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<p>Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<ul style="list-style-type: none"> • Identifying areas to be mentored in • Setting goals for each session • Documenting goals, progress, discussion points, reflections, applications of learning and areas of growth <p>Mentoring strategies may include, but are not limited to:</p> <ul style="list-style-type: none"> • Building trust and rapport • Setting parameters and expectations • Being an active listener • Asking effective questions <p>Methods to model commitment to continuous learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • Leading and attending workshops or courses • Teaching and enrolling in classes • Developing and experimenting with new teaching, learning and care-giving practices • Reading articles in professional journals <p>Areas to be mentored in for Educarers to enhance their daily practice may include, but are not limited to:</p> <ul style="list-style-type: none"> • Observing and documenting children’s learning to appropriately determine and assess children’s variation in developmental levels • Customising teaching, learning and care-giving approaches aligned to Curriculum Frameworks • Customising curricula and programmes • Designing quality learning environments • Taking appropriate course of action for the protection of children • Executing procedures for illnesses, accidents and emergencies • Communicating effectively with families • Reflecting on personal philosophy of Early Childhood Education • Aligning one’s daily work to the centre’s long term objectives • Working together as a team
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Skill Code	ECC-BPC-5002-1.1	Skill Category	Building Professional Capacity
		Skill Sub-Category <i>(where applicable)</i>	Professional Mastery
Skill	Contribute to Fostering a Culture of Continuous Learning (Senior Educarer)		
Skill Description	This skill describes the ability to conduct learning needs analysis with Educarers to encourage professional growth and acquisition and application of new knowledge and skills. It includes monitoring and evaluating progress and effectiveness of professional development taken on by Educarers and co-organising regular sharing sessions for Educarers to share knowledge and experiences. It involves advocating the importance of developing and implementing own professional development plan, making recommendations on relevant continuing professional development opportunities, and encouraging acquisition and application of new knowledge and skills to promote their professional growth.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance of developing and implementing professional development plans • Strategies for identification of learning gaps • The value of conducting learning needs analysis with others • Methods to conduct learning needs analysis with others • Methods to evaluate progress and training effectiveness 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Advocate the importance of developing and implementing own professional development plan • Conduct learning needs analysis with Educarers to encourage acquisition and application of new knowledge and skills and promote their professional growth • Make recommendations to Centre Leader on relevant continuing professional development opportunities for Educarers, based on learning needs analysis • Monitor and evaluate progress and effectiveness of training attended by Educarers • Co-organise regular sharing sessions for Educarers to share their knowledge and experience with others 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Contribute to fostering a culture of inquiry and continuous improvement 		
Social Intelligence and Ethics <i>It refers to the ability to</i>	N/A		

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<i>use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Model reflective practice and commitment to continuous learning
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Strategies for identification of learning gaps may include, but are not limited to: <ul style="list-style-type: none"> • Gathering feedback from the colleagues across all levels to determine the level of learning attributes that currently exist • Using a top-down and bottom-up approach to determine the desired traits for learning and development based on individual and business needs • Performing an analysis of current culture attributes with expected culture • Attributes and benchmarks of comparable organisations • Presenting and documenting findings to management and other key stakeholders Methods to evaluate progress and training effectiveness: <ul style="list-style-type: none"> • Pre and post-course evaluation • Professional conversations • Documentation of learning • Reflection journals

Remarks:

This Skills Standard should be referenced together with:

- **LPM-DEV-301C-0** Develop and Motivate Team Members through Capability Development
- **BM-SPI-304E-1** Display Critical Thinking and Analytical Skills

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Skill Code	LPM-DEV-301C-0	Skill Category	Develop People
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Develop and Motivate Team Members through Capability Development		
Skill Description	This skill describes the ability to identify and address skill development needs of team members to enhance team capability. It also includes motivating team members' independence on capability development.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Legal and ethical considerations relating to the identification of individual capability development requirements • Organisational policies and procedures relating to employee capability development • Relevant professional or industry codes of practice and standards relating to management of capability development as a team leader • Communication channels relevant for disseminating information regarding capability development • Market trends and developments on new and emerging skill requirements, and learning and development 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Review team and organisational business plans to identify new and emerging skill requirements • Communicate expectations of team performance and work with team members to identify current and future skill requirements • Translate team members' skill requirements into learning and development plans to facilitate training and development implementation • Identify learning and development opportunities to support the development of team member skills • Encourage and support team members to identify, develop and share their skills and experiences to improve their capabilities and performance and enhance team effectiveness 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Review effectiveness of the team's capability development approach to identify areas for improvement 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate empathy by understanding performance lapse of team members and encouraging them to learn from mistakes to improve future performance 		
Learning to Learn <i>It refers to the ability to develop and improve</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Engage in regular self-reflection to identify own areas for 		

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<p><i>one's self within and outside of one's area of work.</i></p>	<p>improvement in motivating team learning</p> <ul style="list-style-type: none"> • Improve own ability to motivate team learning by subscribing to diverse learning channels and participating in peer discussion platforms to enhance workplace performance
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

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Skill Code	BM-SPI-304E-1	Skill Category	Planning and Implementation
		Sub-Skill Category <i>(if applicable)</i>	
Skill	Display Critical Thinking and Analytical Skills		
Skill Description	This Skill describes the ability to apply critical thinking and analytical skills for problem solving. It includes challenging and rethinking ideas, analysing business issues to put forth recommendations to stakeholders and enhancing creative thinking among team members.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	The ability to understand: <ul style="list-style-type: none"> • Methods to apply logical inquiry to issues • Barriers to creativity • Ways in which people may contribute to the critical thinking and analysis process 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: <ul style="list-style-type: none"> • Analyse business issues through the use of critical-thinking to make recommendations to relevant stakeholders 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	The ability to: <ul style="list-style-type: none"> • Challenge and rethink ideas and provide insights to relevant stakeholders for continuous business improvement 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> • Make recommendations that are attuned to the needs of relevant stakeholders and aligned to organisational objectives by exercising empathy and organisational awareness to close the gaps 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Develop a critical thinking mindset when dealing with business issues to improve the organisation's business practices • Demonstrate problem solving skills within own scope of work to improve productivity and own work performance • Enhance creative thinking skills among team members to foster innovation and improve organisational performance 		

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Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A
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Skill Code	ECC-BPC-5003-1.1	Skill Category	Building Professional Capacity
		Skill Sub-Category <i>(where applicable)</i>	Professional Values and Ethics
Skill	Advocate for Ethical Behaviour and Professionalism among Colleagues (Senior Educarer)		
Skill Description	This skill describes the ability to role-model, advocate, and guide the demonstration of ethical behaviour and professionalism amongst colleagues, and articulate the AECES Code of Ethics to create awareness of the professional responsibilities to families and the community. It also includes the ability to engage colleagues in discussions that provide a framework for informed choices when dealing with ethical dilemma, and reflect on ethical behaviour and professionalism among families, colleagues and the community.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	The ability to understand: <ul style="list-style-type: none"> Strategies to be effective advocates of Early Childhood Care and Education 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: <ul style="list-style-type: none"> Role model ethical behaviour and professionalism Articulate the AECES Code of Ethics to create awareness of the professional responsibilities to families and the community 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> Guide colleagues on ethical conduct, professional integrity, and the core values of the AECES Code of Ethics 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> Reflect on ethical behaviour and professionalism among families, colleagues and the community Engage in discussions that provide a framework for colleagues to make informed choices when faced with an ethical dilemma 		
Range of Application	Strategies to be effective advocates may include, but are not limited to:		

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<i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<ul style="list-style-type: none">• Strong communication skills (e.g. listening, compromise, body language, negotiation, etc)• Self-awareness (e.g. support needs, responsibilities, etc)• Understanding of rights (e.g. personal rights, child's rights, available resources, etc)
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Skill Code	ECC-BOC-5001-1.1	Skill Category	Building Organisational Capacity
		Skill Sub-Category <i>(where applicable)</i>	Teamwork and Collaboration
Skill	Foster a Culture of Collaboration (Senior Educarer)		
Skill Description	This skill describes the ability to foster a culture of collaboration within the centre by contributing to the development of a collaborative framework, communicating ideas and information using appropriate methods, respecting and welcoming diverse ideas from colleagues, and establishing and maintaining collaborative and productive workplace relationships.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Strategies to foster a culture of collaboration • Framework for collaboration • Strategies to guide Educarers to contribute to fostering a culture of collaboration 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Contribute to the development of a framework to foster a culture of collaboration 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Communicate ideas and information using appropriate methods • Respect and welcome diverse input and ideas from colleagues • Establish and maintain collaborative and productive workplace relationships 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Strategies to foster a culture of collaboration may include, but are not limited to:</p> <ul style="list-style-type: none"> • Understanding the existing culture • Identifying the aspects of the underlying assumptions that serve the core mission of the centre and the needs of the children 		

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	<ul style="list-style-type: none"> • Reinforcing aspects that support development of collaborative culture • Developing structures and relationships that support collaboration and the development of a professional community <p>A framework for collaboration may include, but is not limited to:</p> <ul style="list-style-type: none"> • Purpose of collaboration • Interaction of different factors in fostering a culture of collaboration • Cultural elements including trust, sharing, goals, innovation, environment and communication <p>Communicating ideas and information using appropriate methods may include, but are not limited to:</p> <ul style="list-style-type: none"> • Identifying relationship dynamics among colleagues • Using appropriate communication approaches with reference to social and cultural differences
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Remarks:

This Skills Standard should be referenced together with:

- **ES-IP-302G-1** Facilitate Effective Work Teams.
- **ES-IP-301G-1** Facilitate Effective Communication and Engagement at the Workplace
- **ES-PMD-303G-1** Apply Emotional Competence to Manage Self and Team at the Workplace
- **ES-ACE-302G-1** Solve Problems and Make Decisions at Supervisory Level

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Skill Code	ES-IP-302G-1	Skill Category	Relationship and People Management
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Facilitate Effective Work Teams		
Skill Description	This skill describes the ability to facilitate work team activities and improve a team's performance by promoting ownership and commitment amongst team members. It also includes working on goals and targets set, maintaining positive relationships and providing support and opportunities for individual and team contributions.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Rationale for communicating thoughts and feelings to justify a position and responsibilities assigned to team members • Importance of the different roles in a team for achieving team goals and objectives • Principles for setting goals and targets for individual and team • Characteristics of diversity and its impact on the relationship among team members • Importance of creating opportunities for team members to contribute ideas and skills • Differences between constructive and destructive criticism • Communication techniques to facilitate a discussion 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Provide resources, assistance and support needed by team members to complete projects or work activities • Analyse project control reports and performance assessment results to ascertain team performance and provide feedback and criticism to team members using appropriate communication techniques • Involve team members in the planning of work activities to promote ownership and commitment to work plan • Delegate duties and responsibilities taking into consideration the competencies of individual team members 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Provide opportunities for team members to contribute ideas and skills and maintain positive relationships amongst them 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Provide and clarify with team members on work-related information using appropriate communication techniques • Communicate thoughts and feelings to justify a position and responsibilities assigned to team members and persuade and influence them • Communicate to team members the importance and interdependence of each role and promote the benefits of diversity within the team 		

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	<ul style="list-style-type: none"> • Communicate and agree on individual and team goals and targets to be achieved • Communicate team performance and related issues of concern to management and provide recommendations to address them
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Respond to criticism to provide possible resolutions and seek improvement
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	N/A

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Skill Code	ES-IP-301G-1	Skill Category	Relationship and People Management
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Facilitate Effective Communication and Engagement at the Workplace		
Skill Description	This skill describes the ability to promote the use of effective communication within a team. It also includes conflict resolution and negotiation as well as building a rapport with colleagues, stakeholders and customers.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Barriers to effective communication • Methods to coach staff in using effective communication techniques • Organisational and professional standards relating to communication • Ways that various types of diversity issues affect one's communication and negotiation with others in the workplace • Ways to validate information and history of conflict • Possible causes, sources and benefits of conflict • Sources of additional information, expert advice and mediation to assist in conflict issues and assessment of a conflict situation • Conflict resolution approaches and their characteristics • Appropriate communication techniques for conflict resolution and negotiation and their characteristics • Negotiation styles and their characteristics • Ways to confirm resolution of conflict and types of agreed follow up action 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Maintain channels of communication to update staff on latest and relevant work-related information according to organisational communication policies and procedures • Promote effective communication among staff taking into account diversity issues • Assess conflict situation and develop appropriate conflict resolution strategies to negotiate issues towards a mutually acceptable outcome 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Seek opportunities for growth and innovation and new ways of thinking as well as additional management options 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Communicate organisational communication policies and procedures to staff and monitor their compliance • Use appropriate communication techniques and tools to suit different communication styles of people in formal and informal settings 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Resolve conflict using appropriate conflict resolution strategies, approaches and techniques
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

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Skill Code	ES-PMD-303G-1	Skill Category	Personal Management and Development
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Apply Emotional Competence to Manage Self and Team at the Workplace		
Skill Description	This skill describes the ability to apply self-awareness techniques and model Emotional Intelligence principles to facilitate an understanding and management of oneself and others in a team. It also includes cultivating a positive emotional culture in the workplace.		
Knowledge and Analysis <i>It refers to the ability to gather, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Differences between cognitive intelligence and Emotional Intelligence • Aspects of Emotional Intelligence • Importance of Emotional Intelligence to a supervisor • Benefits of applying Emotional Intelligence at work • Different platforms to facilitate expression of thoughts and feelings by team members • Importance of developing Emotional Intelligence to build positive relationships • Domains of Emotional Intelligence and their applications • Methods for development of Emotional Intelligence and its features 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Assess emotional states of team members and respond appropriately to emotional cues, taking into consideration the different cultures and background of team members 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Promote a positive emotional climate at the workplace 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Model behaviours that demonstrate application of Emotional Intelligence • Demonstrate flexibility and adaptability in dealing with team members and making decisions, taking their emotions into account • Provide opportunities for team members to express their thoughts and feelings and assist them in understanding the effects of their behaviour and emotions on others at the workplace • Encourage team members to develop their own Emotional Intelligence to build positive relationships among one another to achieve team goals 		
Learning to Learn <i>It refers to the ability to develop and improve</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Recognise own emotional states, the causes of those emotional 		

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<p><i>one's self within and outside of one's area of work.</i></p>	<p>states and its effects on own and team's performance and interpersonal relationships at the workplace</p> <ul style="list-style-type: none"> • Conduct self-reflection and gather feedback from team members to identify personal strengths and weaknesses for development of own Emotional Intelligence
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

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Skill Code	ES-ACE-302G-1	Skill Category	Analytical, Conceptual and Evaluative Skills
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Solve Problems and Make Decisions at Supervisory Level		
Skill Description	This skill describes the ability to acquire the skills to work with a team of subordinates in practising problem-solving and decision-making. It also includes anticipating and identifying potential problems, facilitating team's effort to resolve the problem, making appropriate decisions and seeing implementation plans through.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Types of information to be gathered and analysed to identify and confirm a problem • Characteristics of appropriate problem-solving tools and techniques • Idea generation techniques and their characteristics • Types of value and impact to be evaluated for selection of ideas • Techniques to manage team conflict in decision-making process • Factors affecting the effectiveness of an implementation plan • Advantages and disadvantages of the various methods for gathering feedback from relevant sources • Methods used to identify deficiency in the implemented solution and implementation plan and their characteristics 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify symptom(s) that could lead to potential problem(s) at the workplace using appropriate tools and techniques • Apply logical deduction to anticipate and detect problem(s) at the workplace based on symptom(s) and relevant information gathered • Analyse relevant information surrounding the perceived problem(s) and identify the exact problem using elimination process, objective reasoning or process questioning • Analyse the root cause(s) of the problem(s) at the workplace using appropriate problem-solving tools and techniques • Develop an implementation plan that addresses the root cause(s) of the problem(s) and consider the impact to self and team at the workplace • Evaluate the effectiveness of the implemented solution and implementation plan by analysing feedback gathered from relevant sources 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Select a solution among the shortlisted ones collectively with team members using appropriate evaluative technique(s) and criteria • Formulate and execute modifications to restore and/or enhance effectiveness of implemented solution and implementation plan 		
Social Intelligence and Ethics <i>It refers to the ability to</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Facilitate generation of solutions to solve problem(s) by encouraging 		

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<i>use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	creativity among team members
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Review the effectiveness of modifications made and analyse learning points and best practices that can be used for future reference
Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A

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Skill Code	ECC-BOC-5002-1.1	Skill Category	Building Organisational Capacity
		Skill Sub-Category <i>(where applicable)</i>	Visioning and Planning
Skill	Collaborate with the Centre Leader, Lead Teacher and Centre Staff to Align Short-term and Long-term Goals to the Vision, Mission and Values of the centre (Senior Educarer)		
Skill Description	This skill describes the ability to collaborate with various staff members to align and articulate the centre's programmes and goals to the centre's vision, mission, and values. It involves fostering a shared vision and mission among staff, guiding Educarers to ensure the alignment of their daily work to the centre's long term objectives, and co-facilitating discussions when reviewing to ensure the relevance of centre's goals.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance of leadership in establishing the vision, mission and values of the centre • The importance of gathering feedback to ensure the relevance of the centre's vision, mission and values • How to support strategies to translate the vision, mission and values into specific goals and strategic planning 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Ensure that the centre's programmes and goals are in alignment with the centre's vision, mission and values to provide feedback to centre leader • Articulate the link between programmes and the vision, mission and values of the centre • Support the implementation of strategies to achieve long-term goals • Co-facilitate discussions during periodic review to ensure that the centre's vision, mission and values are still relevant for current challenges and environment • Guide Educarers on aligning their daily work to the centre's long term objectives 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Foster shared vision and mission among staff through formal and informal contact with them 		
Learning to Learn	N/A		

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<p><i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Strategies to establish a shared vision, mission and values may include, but are not limited to:</p> <ul style="list-style-type: none"> • Determine strategic position – how the centre can best serve families and community partners • Review and analyse centre's service • Review centre's vision, mission and values • Present vision, mission and values in an appropriate manner to garner support

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Version Control

Version	Date	Changes Made	Edited by
1.1	1 Oct 2016	Initial Version	ECDA/WDA

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Annex 1

Definition of ECCE Skill Category

<p>1. Developing the Child Holistically This category focuses on the holistic development of children through programme development. This would include having a sound understanding of child development theories, pedagogy, the learning environment, interactions and relationships, as well as health, safety and nutrition.</p> <p>2. Collaborating with Families and the Community This category focuses on establishing and sustaining strong partnerships with families and community stakeholders.</p> <p>3. Building Professional Capacity This category focuses on the importance of life-long learning and taking ownership of one's professional growth and development for the purpose of strengthening children's learning and development.</p> <p>4. Building Organisational/Sectoral Capacity This category focuses on enhancing capabilities as well as aligning systems and structures within centres to realise centres' goals and vision.</p>
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Definitions of the Five (5) Domains

Domain	Definition
Knowledge and Analysis	Knowledge includes the gathering of facts and information through traditional and digital forms. Analysis involves the cognitive processing, integration and inspection of single or multiple sources of facts and information required to perform work tasks and activities and takes into consideration, the work contexts in which the tasks and activities are carried out. The result of knowledge and analysis produce judgements on work tasks/activities/issues/areas, and the conceptualisation of solutions to solve problems at work.
Application and Adaptation	Application involves the ability to perform work tasks and activities defined by the requirements of the occupation. Adaptation involves the ability to react to and manage the changes in the work contexts. The result of application and adaptation leads to the production of psycho-motor actions and behavioural reactions to the work tasks/activities/issues/areas, and the execution of the planned solutions to solve problems at work.
Innovation and Value Creation	Innovation includes the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to the organisational goals. As a result of innovation, the organisation is able to reap the values from individual or team contributors to achieve organisational growth.
Social Intelligence and Ethics	Social intelligence includes the ability to appreciate and use affective factors in leadership, relationship and diversity management guided by professional codes of ethics as effective individuals or team contributors.
Learning to Learn	Learning-to-learn includes the ability to improve on self-development within and outside of one's area of work. It involves the continual inspection of one's knowledge, analytical, application, adaptive, innovative and social skills that are needed to perform the work optimally and/or solve problems effectively.