SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
CENTRE LEADER

Occupation: Centre Leader
Occupation Description: The Centre Leader leads in developing strategic plans and structures to foster a culture of care and trust, mentoring, collaborative professionalism, and continuous learning within the centre. As a mentor to Senior Pre-school Teachers/Educarers, the Centre Leader inspires a vision of learning and curriculum, and guides them in designing and implementing a holistic curriculum. He/She develops frameworks for sustained collaborative partnerships with stakeholders. The Centre Leader is responsible for managing centre operations and adhering to industry regulations. He/She leads in establishing and sustaining the centre's mission, vision and values, and oversees the well-being of staff.

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SKILLS STANDARDS FOR
CENTRE LEADER

The skills expected of the Centre Leader are summarised as below[1]:

Skill Category*	Skills
Developing the Child Holistically	**Curriculum & Pedagogy** **ECC-DCH-6008-1.1** Drive the Design, Implementation and Evaluation of Teaching and Learning Approaches (Centre Leader) **ECC-DCH-6009-1.1** Inspire a Love for Learning Through Leading the Design of Curricula and Programmes at the Centre (Centre Leader) **ECC-DCH-6010-1.1** Lead in Integrating the Core Values of Early Childhood Education within Curricula and Programmes at the Centre (Centre Leader) **Learning Environment** **ECC-DCH-6011-1.1** Work with the Lead Teacher to Establish Quality Learning Environments to Support Learning of Children **Interactions & Relationships** **ECC-DCH-6012-1.1** Mentor Staff to Enhance Caring, Trusting and Respectful Relationships with Children (Centre Leader) **Health, Safety & Nutrition** **ECC-DCH-6013-1.1** Establish Policies and Processes on Appropriate Course of Action for the Protection of Children (Centre Leader) **ECC-DCH-6014-1.1** Establish Health, Safety, Nutritional and Hygiene Standards and Procedures
Collaborating with Families and Community	**Family & Community Partnerships** **ECC-CFC-6003-1.1** Lead in Developing Strategies to Establish Partnerships with Families (Centre Leader) **ECC-CFC-6004-1.1** Establish a Centre-wide Culture of Professional Collaboration with Community Stakeholders (Centre Leader)
Building Professional Capacity	**Professional Mastery** **ECC-BPC-6005-1.1** Establish a Culture of Continuous Learning (Centre Leader) **LPM-DEV-401C-0** Develop Team Leaders Through Capability Development and Coaching **ES-PMD-404G-1** Contribute Towards a Learning Organisation **ES-ACE-301G-1** Foster Initiative and Enterprise in Teams

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[1] The skills standards for each job role assume the attainment of knowledge and skills of the prior job roles (cumulative).

Skill Category*	Skills
	ECC-BPC-6006-1.1 Establish Strategic Processes and Structures to Engender a Culture of Mentoring **Professional Values & Ethics** **ECC-BPC-6007-1.1** Establish a Culture of Professionalism (Centre Leader)
Building Organisational Capacity	**Teamwork & Collaboration** **ECC-BOC-6003-1.1** Establish a Culture of Collaboration within the Centre (Centre Leader) **ES-IP-401G-1** Lead Workplace Communication and Engagement **ES-ACE-402G-1** Solve Problems and Make Decisions at Managerial Level **Visioning & Planning** **ECC-BOC-6004-1.1** Establish Buy-in and Uphold the Vision, Mission and Values of the Centre **ECC-BOC-6005-1.1** Drive Centre's Initiatives, Systems and Processes and Look Into Coherence of Plans **BM-SPI-402E-1** Manage and Review Systems and Processes **BM-SPI-406E-1** Manage Resource Planning **BM-SPI-304E-1** Display Critical Thinking and Analytical Skills **ECC-BOC-6006-1.1** Build Capacity of Colleagues Through Effective Human Resource Management and Development **LPM-VIS-401C-0** Lead Team Leaders to Develop Business Strategies and Governance Management

* 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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SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	ECC-DCH-6008-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category *(if applicable)*	Curriculum & Pedagogy
Skill	**Drive the Design, Implementation and Evaluation of Teaching and Learning Approaches (Centre Leader)**		
Skill Description	The skill describes the ability to implement, review and adapt teaching and learning approaches based on current research and key trends in child development, teaching and learning and curriculum leadership in ECCE. It also includes applying strategies to drive successful implementation of teaching and learning approaches, as well as reflecting on the effectiveness of these strategies. It also includes designing a robust evaluation process to review teaching and learning approaches.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Strategies to drive successful implementation of teaching and learning approaches • Different methodologies to analyse and evaluate teaching and learning approaches • Current research and key trends in child development, teaching and learning, curriculum leadership in early childhood care and education • Professional knowledge and skills of staff		
Application and Adaptation *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.*	The ability to: • Lead Senior Pre-school Teachers and Pre-school Teachers in aligning the teaching and learning approaches to the centre's strategic goals, drawing on relevant current research and key trends • Design a robust evaluation process to review teaching and learning approaches, in collaboration with Lead Teacher • Work with Lead Teacher and staff to stage changes • Communicate with parents on changes in teaching and learning approaches		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Collaborate with Lead Teacher to create a culture that encourages and supports continuous development in teaching and learning		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Drive collaborations among colleagues to enhance quality of teaching and learning through innovative approaches		
Learning to Learn *It refers to the ability to develop and improve one's self within and*	The ability to: • Reflect on effectiveness of strategies to drive successful implementation of teaching and learning approaches		

outside of one's area of work.	
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Strategies to drive successful implementation of teaching and learning approaches may include, but are not limited to: • Having clear goals • Communicating strategic plans and work plans to colleagues through various means • Planning how colleagues can take on different roles in implementation • Creating space for feedback to be given and received • Facilitating reflective practice Different methodologies to analyse and evaluate teaching and learning approaches may include, but are not limited to: • Receiving feedback from children and families • Evaluating effectiveness of teaching and learning approaches in the centre and attainment of learning outcomes • Reviewing teaching and learning approaches through team discussions or with centre mentor A culture that encourages and supports innovation in teaching and learning may include, but is not limited to: • Valuing suggestions for improvements • Valuing teamwork • Teachers feel comfortable to have conversations with colleagues about their work • Seeking help is not seen as a weakness • Focusing of efforts on the purpose and process as much as the outcomes

Skill Code	ECC-DCH-6009-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category *(if applicable)*	Curriculum & Pedagogy
Skill		**Inspire a Love for Learning Through Leading the Design of Curricula and Programmes at the Centre (Centre Leader)**	
Skill Description		The skill describes the ability to lead the design of curricula and programmes aligned to the goals and objectives of the centre, based on children's learning styles and developmental needs. It also includes establishing coherence in plans, and reflecting on the effectiveness of leadership in designing centre-wide curricula and programmes. It also includes establishing structures for continuous enhancement of curricula and programmes, role modelling a love for learning and sharing strategies to engage and motivate children.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • Learning styles and developmental needs of children in the centre • The goals and objectives of centre's curricula and programmes • The role of leadership in designing centre-wide curricula and programmes that would facilitate purposeful engagement of learning • Curricula and programme design and its components • Strategies to lead in the design of curricula and programmes • Indicators of effective curricula and programmes • Features of coherence in plans for centre-wide curricula and programmes	
Application and Adaptation *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.*		The ability to: • Collaborate with Lead Teacher to lead in designing centre-wide curricula and programmes aligned to the goals and objectives of the centre, taking into account children's learning styles and developmental needs • Collaborate with Lead Teacher to establish coherence in plans for centre-wide curricula and programmes • Collaborate with Lead Teacher to establish structures for continuous enhancement of curricula and programmes	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		The ability to: • Contextualise centre-wide curricula and programmes based on current research and key trends	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by*		The ability to: • Role model a love for learning • Share strategies to engage and motivate children • Facilitate the sharing of strategies amongst teachers to engage and motivate children	

professional codes of ethics.	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Reflect on effectiveness of leadership in designing centre-wide curricula and programmes • Cultivate reflective thinking amongst colleagues to improve centre's curricula and programmes
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Curricula and programme design and its components may include, but are not limited to: • Understanding the child • Developmental domains • The importance of play • The role of the teacher • Planning for curriculum integration • Differentiation and inclusion Structures for continuous enhancement of curricula and programmes may include, but are not limited to: • Regular reviews of curricula and programmes • Monitoring of curricula and programmes Indicators of effective curricula and programmes may include, but are not limited to: • Articulation of clear goals • Active and engaged children • Evidence-based curriculum that is developmentally appropriate for children • Building on children's prior learning and experiences • Alignment to learning goals and appropriate assessments Features of coherence in plans for centre-wide curricula and programmes may include, but are not limited to: • Coherence between curricula and programmes and centre goals • Coherence between curricula and programmes and needs of children • Coherence between pedagogies and intended learning outcomes • Coherence between staff professional development and curricula needs

Skill Code	ECC-DCH-6010-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category *(if applicable)*	Curriculum & Pedagogy
Skill		**Lead in Integrating the Core Values of Early Childhood Education within Curricula and Programmes at the Centre (Centre Leader)**	
Skill Description		The skill describes the ability to oversee the design and implementation of curricula and programmes that inculcate the core values of early childhood education. It also includes establishing a systematic and comprehensive centre-based structure and framework for the provision and integration of values education into centre-wide curricula and programmes. It also includes determining educational goals and focus on values education and inspiring staff to uphold the core values of early childhood education and integrate them into teaching and learning.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • Core values of early childhood education (as outlined in the relevant curriculum frameworks utilised in Singapore) • Strategies to design and implement centre-wide curricula and programmes that inculcate the core values of early childhood education	
Application and Adaptation *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.*		The ability to: • Articulate core values of early childhood education and share it with colleagues • Determine educational goals and focus for values education • Collaborate with Lead Teacher to establish a systematic and comprehensive centre-based structure and framework for the provision and integration of values education into centre-wide curricula and programmes • Oversee the design and implementation of centre-wide curricula and programmes that inculcate the core values of early childhood education	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		The ability to: • Lead in pedagogical innovation to enhance the design and delivery of values-driven curricula and programmes	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*		The ability to: • Inspire staff to uphold and integrate the core values of early childhood education into teaching and learning approaches	
Learning to Learn *It refers to the ability to*		N/A	

develop and improve one's self within and outside of one's area of work.	
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	ECC-DCH-6011-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category *(if applicable)*	Learning Environment
Skill		**Work with the Lead Teacher to Establish Quality Learning Environments to Support Learning of Children**	
Skill Description		The skill describes the ability to establish quality learning environments and align them to the centre's teaching and learning philosophy, vision, mission and values. It also includes a values-centred approach in learning and focuses on knowledge such as understanding the process of planning, role of the leader and key trends in creating quality early childhood learning environments.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • Process of planning and developing centre-wide strategies • The role of the leader in driving the planning, development and implementation of strategies for quality learning environments • Strategies to guide colleagues in managing quality learning environments • Current research and key trends on quality early childhood learning environments • Elements of an effective and high quality learning environment • The impact that teachers' learning can have on children's learning	
Application and Adaptation *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.*		The ability to: • Establish a culture that focuses on values learning (including learning through play or playful learning) • Develop systemic and strategic long-term plans to review and improve the quality of the learning environment, aligned to centre's teaching and learning philosophy, vision, mission and values • Analyse, review and enhance centre-wide strategies for quality learning environments	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		N/A	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*		The ability to: • Facilitate professional dialogues with colleagues to analyse and enhance classroom learning environments	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of*		N/A	

work.	

Range of Application
(where applicable)
It refers to the critical circumstances and contexts that the skill may be demonstrated.
	• A quality learning environment includes the physical, temporal and interactional learning environments.
	• Process of planning and developing centre-wide strategies must include, but is not limited to:
	   o Role modelling learning by centre leader
	   o Facilitating of the learning of teachers
	   o Observing and assessing how each learning environment is being utilised
	   o Discussing with management and various stakeholders to gain feedback on the appropriateness and effectiveness of learning environment
	   o Ensuring alignment of learning environment to centre's vision, mission and values

Skill Code	ECC-DCH-6012-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category *(if applicable)*	Interactions & Relationships
Skill		**Mentor Staff to Enhance Caring, Trusting and Respectful Relationships with Children (Centre Leader)**	
Skill Description		The skill describes the ability to mentor colleagues to enhance caring, trusting and respectful relationships with children by modelling, establishing structures to facilitate interactions, and developing the sensibilities to detect conflicts amongst staff and children. It also includes the understanding of factors that contribute to positive relationships, best practices in development of positive relationships as advocated in current research, and the importance of shared values in guiding daily behaviours and mentoring.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • The importance of shared values and how these guide daily behaviours including the interactions with the children • The range of indicators of positive interactions and relationships • Mentoring strategies • Current research, key trends and best practices for interactions and relationships with children • Structures to facilitate interactions and the building of caring, respectful and trusting relationships with children • Factors that contribute to the fostering of positive interactions as well as caring, trusting and respectful relationships	
Application and Adaptation *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.*		The ability to: • Establish structures to facilitate interactions and the building of caring, respectful and trusting relationships with children, based on current research, key trends and best practices • Support teachers in their efforts to improve and enhance in interactions and relationships with children • Develop sensibilities to detect tensions among staff and signs of less than positive interactions and relationships between adults and children • Develop structures to facilitate reflective practice	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		The ability to: • Refine practice through innovative solutions to enhance relationships with children	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship*		The ability to: • Model and inspire the establishment of caring, respectful and trusting relationships and positive interactions with children	

and diversity management guided by professional codes of ethics.	• Lead in building caring, respectful and trusting relationships with colleagues, guided by professional code of ethics (e.g. AECES Code of Ethics)
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Review own practice through the mentoring relationship
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Structures to facilitate interactions and the building of caring, respectful and trusting relationships with children may include, but are not limited to: • Setting aside time for teachers to interact with children, including circle time • Integration of interaction between children and teachers during routine care Indicators of positive interactions and relationships may include, but are not limited to: • Teachers respond promptly, appropriately and consistently to the needs of each child • Teachers display respect for diversity in children's behavioural styles, culture, language and religion • Teachers utilise positive guidance techniques to acknowledge and affirm each child's personal efforts

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	ECC-DCH-6013-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category *(if applicable)*	Health, Safety & Nutrition
Skill	Establish Policies and Processes on Appropriate Course of Action for the Protection of Children (Centre Leader)		
Skill Description	The skill describes the ability to establish policies and processes on appropriate course of action for the protection of children experiencing emotional stress, abuse, or neglect. It also includes knowledge of the implications of child abuse and neglect, policies and action to be taken in instances of child abuse and neglect, and the ability to lead, monitor, evaluate and improve on the centre's policies and processes for managing suspected child abuse or neglect.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Guidelines, policies and regulations with regard to the protection of children • Centre policies and processes for the appropriate course of action to protect and support children experiencing emotional stress, abuse, or neglect • Implications of child abuse and neglect • The process, including agencies to be involved, for referrals of cases of child abuse and/or neglect		
Application and Adaptation *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.*	The ability to: • Collaborate with Lead Teacher to establish policies and processes to protect and support children experiencing emotional stress, abuse or neglect • Monitor, evaluate and improve centre policies and processes on the appropriate courses of action to protect and support children experiencing emotional stress, abuse or neglect • Collaborate with Lead Teacher to establish a framework for the identification and reporting of suspected child abuse or neglect		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	N/A		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Support teachers to take appropriate course of action • Advocate for the interest of the child through communication with families and community stakeholders		
Learning to Learn *It refers to the ability to develop and improve one's self within and*	N/A		

outside of one's area of work.	
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Guidelines and regulations on the protection of the individual child must include, but are not limited to: • Child Care Centres Act (for Child Care Centres) • Education Act (for Kindergartens) • Early Childhood Development Centres Bill • National Standards for Protection of Children (Ministry of Social and Family Development) • Responding to Child Abuse and Neglect (Ministry of Health) • United Nations Convention on the Rights of the Child Policies and the processes must include, but are not limited to: • Ensure that confidentiality is maintained at all times • Ensure that all staff are alert and aware of signs of emotional stress, abuse or neglect in children • Ensure that all staff are equipped to communicate with children facing emotional stress, abuse or neglect • Ensure that all staff understand the meaning of the protection of the individual child, and the different ways in which children can be harmed • Ensure that all staff are familiar and updated regularly on child protection issues and procedures, including action for the abuse of a child within the centre and procedures for recording and reporting • Inform families and relevant authorities of practices and situations which violate the safety and well-being of children

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SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	ECC-DCH-6014-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category *(if applicable)*	Health, Safety & Nutrition
Skill		**Establish Health, Safety, Nutritional and Hygiene Standards and Procedures**	
Skill Description		This skill describes the ability to establish a safe and healthy environment in a preschool. It also includes establishing standards and procedures relating to health, safety, nutrition and hygiene, ensuring that all staff adheres to the standards and procedures, and constantly reviewing and keeping abreast of current research and key trends on these matters.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • Rationale for ensuring safety and hygiene standards • How to establish procedures for illnesses, accidents and emergencies, taking into consideration resources available to centre • Guidelines for the health and nutrition of children • The relationship between a nutritionally balanced diet and children's physical and intellectual development • Current research and key trends on health, safety, nutritional and hygiene standards and procedures	
Application and Adaptation *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.*		The ability to: • Advocate the need for teachers to ensure and maintain a physically and emotionally safe environment for the children • Evaluate environments and activities, and ensure that actions are taken to ensure children's safety • Conduct comprehensive assessment of facility for licensing and accreditation • Provide clarity on the execution of procedures for illnesses, accidents and emergencies • Lead in periodic review of centre-specific health and safety guidelines with staff • Monitor and evaluate the effectiveness of centre-specific health, safety, nutritional and hygiene standards and procedures • Ensure appropriate allocation of manpower for the effective implementation of health, safety, nutritional and hygiene procedures • Advise families and public health authorities where necessary, of cases of infectious diseases	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		N/A	

Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	N/A
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Guidelines for the health and nutrition of children may include, but are not limited to: • Good Practices Handbook for Child Care Centres (Early Childhood Development Agency) • Guide to Healthy Meals in Child Care Centres (Health Promotion Board) • Infection Control Guidelines for Schools and Child Care Centres (Ministry of Health) Safety and hygiene standards must include, but are not limited to: • Implementation of security measures • Availability of Standard Operating Procedures (SOPs) to deal with accidents and emergencies • Conduct of drills and practices • Staff training in first-aid • Regular checks on building, equipment, toys and learning resources • Safe storage of dangerous objects • Availability of well-stocked first aid kits • Schedule for disinfection of toys, utensils, surfaces and premises • Monitoring of nutritional value of children's snacks and meals • Availability of SOPs to deal with health-related issues • Availability of contact and medical information on children • Provisions for children who are unwell

Skill Code	ECC-CFC-6003-1.1	**Skill Category**	Collaborating with Families and Community
		Sub-Skill Category *(if applicable)*	Family & Community Partnerships
Skill	**Lead in Developing Strategies to Establish Partnerships with Families (Centre Leader)**		
Skill Description	This skill describes the ability to lead in establishing partnerships with families. It also includes establishing a culture that promotes open and trusting communication with families through policies that protect the child's confidentiality and centre-wide plans that engage families.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The role of leadership in establishing partnerships with families • Characteristics of collaborative partnerships with families • The benefits of developing strategies to establish partnerships with families • Strategies to establish partnerships with families • Various platforms for collaboration between families and centres • Policies to ensure confidentiality of families		
Application and Adaptation *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.*	The ability to: • Communicate centre's vision, mission, and values to families • Nurture a climate of care, respect and trust, through open and sensitive communication and consultation between staff and families, where families are valued as active partners • Facilitate ongoing communication between staff and families and provide platforms for staff and families to build trusting relationships and exchange information between staff and families • Establish policies to ensure confidentiality • Lead in developing and implementing centre-wide plans for collaborations amongst families for the benefit of children's development both in the centre and at home • Advocate for resources, programmes and collaborations that engage families		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Explore innovative strategies in establishing partnerships with families		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Model professionalism when working with families • Drive the development of effective communication skills among staff for interaction with families		
Learning to Learn *It refers to the ability to*	N/A		

develop and improve one's self within and outside of one's area of work.	
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Characteristics of partnerships with families may include, but are not limited to: • Open and respectful communications • Clarity with regard to roles and responsibilities The benefits of developing strategies to establish partnerships with families may include, but are not limited to: • Consistency and continuity of care and development • Building strong relationships with children and their families • Greater cooperation and support from parents Strategies to establish partnerships with families may include, but are not limited to: • Providing suitable platforms and resources to engage families • Establishing an active parent support group • Involving families in providing input on centre activities to meet the different learning needs of the children • Actively seeking and considering inputs from families for programme planning Policies to ensure confidentiality of families may include, but are not limited to: • Adherence to the Personal Data Protection Act • Consent from families to utilise information for the benefit of the child • Discretion for educators to share information for the benefit and protection of the child

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	ECC-CFC-6004-1.1	Skill Category	Collaborating with Families and Community
		Sub-Skill Category *(if applicable)*	Family & Community Partnerships
Skill		Establish a Centre-wide Culture of Professional Collaboration with Community Stakeholders (Centre Leader)	
Skill Description		This skill describes the ability to lead in establishing professional collaborations with the community. It also includes creating a culture of respect and trust, where the community is valued as an active partner, taking the lead to develop and implement centre-wide plans for collaborations with the community, and developing policies to ensure confidentiality.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • The role of leadership in establishing professional collaborations with the community • The benefits of establishing professional collaborations with the community • Strategies to establish professional collaborations with the community • Various platforms for collaboration betewen the centre and community stakeholders	
Application and Adaptation *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.*		The ability to: • Create a culture of respect and trust, where the community is valued as an active partner • Collaborate with Lead Teacher to develop policies to ensure confidentiality of children and their families • Lead, with the Lead Teacher, in developing and implementing centre-wide plans for collaborations that engage the community • Establish strategic and sustained partnerships with the community	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		N/A	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*		The ability to: • Communicate effectively with community stakeholders • Build and sustain mutually-beneficial relationships with the community	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*		N/A	

Range of Application (where applicable) *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Strategies to establish professional collaborations with the community may include, but are not limited to: • Leveraging on community resources • Working with stakeholders to access information, resources and support from the community and other professional organisations • Establishing mechanisms and platforms that promote feedback and ongoing communication between centre and community stakeholders

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SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	ECC-BPC-6005-1.1	**Skill Category**	Building Professional Capacity
		Sub-Skill Category *(if applicable)*	Professional Mastery
Skill		Establish a Culture of Continuous Learning (Centre Leader)	
Skill Description		This skill describes the ability to establish a culture of continuous learning through providing guidance and resources, and establishing structures to ensure professional growth and development of staff. It also includes initiating centre-wide programmes to encourage inquiry and innovation in the classroom, consulting key stakeholders to identify learning gaps, facilitating professional and networked learning communities within the centre, and sharing of personal and professional development plans.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • The role of leadership in driving the design and implementation of professional development plans • Importance of role modelling by the leader, and the participation and promotion of staff learning by the Centre Leader • Strategies to establish a culture of continuous learning • The importance of staff conversations to facilitate the exchange of good practices within the centre • Components of a staff professional development framework and plan • Methods and procedures to design, implement and review staff professional development framework and plan • Effective practices advocated and adopted by leaders in the field • Current research and key trends on effective curriculum leadership and professional development	
Application and Adaptation *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.*		The ability to: • Provide guidance and resources to support colleagues in planning and implementing professional development plans • Establish structures to ensure professional growth and development of staff, thereby building a culture of continuous learning • Enhance professional development structures based on current research and key trends on effective curriculum leadership and professional development	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		The ability to: • Initiate centre-wide programmes to encourage inquiry and innovation in the classroom	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of*		The ability to: • Consult Senior Pre-school Teacher and Lead Teacher to facilitate the identification of gaps between the current and desired culture of continuous learning	

ethics.	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to • Initiate and facilitate professional and networked learning communities within the centre • Model continuous learning by sharing personal professional development plan with colleagues
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Components of a professional development framework and plan may include, but are not limited to: • Provisions for learning opportunities (e.g. through daily reflections, action research, practitioner inquiry) • Learning needs analysis • Learning roadmap • Professional development plan • Pre and post course reflections • Mentoring structure Strategies to establish a culture of continuous learning must include, but are not limited to: • Building trust • Communicating effectively • Allowing for feedback and reflection • Supporting an open climate for exchange of ideas and learning Structures to encourage a culture of continuous learning may include, but are not limited to: • Setting learning goals for all staff • Rewarding completion of learning milestones • Ensuring accessibility of learning • Assessing progress of learning • Setting aside protected time for professional development and staff professional conversations

Remarks:

This Skill Standard should be referenced together with:

• **LPM-DEV-401C-0** Develop Team Leaders Through Capability Development and Coaching
• **ES-PMD-404G-1** Contribute Towards a Learning Organisation
• **ES-ACE-301G-1** Foster Initiative and Enterprise in Teams

Skill Code	LPM-DEV-401C-0	**Skill Category**	Leadership and People Development
		Sub-Skill Category *(if applicable)*	
Skill	**Develop Team Leaders Through Capability Development and Coaching**		
Skill Description	This skill describes the ability to identify team leaders' skill requirements and facilitate their learning opportunities to enhance performance. It also includes coaching of team leaders to help them develop their skills and gain confidence.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Legal and ethical considerations relating to the management of capability development • Organisational policies and procedures relating to capability development • Relevant professional or industry codes of practice and standards relating to management of capability development as a manager of a department or cross functional team • Implications and impact of coaching and mentoring activities on the individuals participating in the process • Models and methods of training needs analysis • Market trends and developments on new and emerging skill requirements, and learning and development		
Application and Adaptation *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.*	The ability to: • Review organisational strategies and business plans to identify impact on team competency requirements • Review current skills of team leaders using appropriate methods and tools to identify skills requirements • Work with team leaders to establish their learning priorities and learning and development plans • Identify learning and development opportunities and provide resources and support to facilitate the development of team leader skills		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Review capability development approach for team leaders to identify areas for improvement		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Provide coaching to team leaders to enhance their role performance, taking into consideration their emotional states		
Learning to Learn *It refers to the ability to*	The ability to:		

develop and improve one's self within and outside of one's area of work.	• Review coaching outcomes against coaching goals to identify areas for improvement in the coaching process • Improve own coaching skills by subscribing to diverse learning channels and participating in peer discussion platforms to enhance workplace performance
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	ES-PMD-404G-1	Skill Category	Personal Effectiveness
		Sub-Skill Category *(if applicable)*	
Skill	**Contribute Towards a Learning Organisation**		
Skill Description	This Skill describes the ability to analyse employability issues for self and the organisation in the local and global contexts. It also includes contributing to the development of a learning organisation that can operate effectively in the knowledge-based economy as well as adapt to change and diversity.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Changes to work requirements and expectations in both local and global contexts • Methods to acquire skills and knowledge for the organisation • Types of skills and knowledge required by an organisation and methods to acquire them to stay competitive in the global context • Advantages and disadvantages of the various types of assessment methods to conduct training and development needs analysis • Strategies to enhance employee's receptiveness to training • Types of learning styles, learning theories and learning motivation theories • Motivational factors to learn for self and organisation • Benefits of a learning organisation culture • Types and stages of changes arising from the external environment and their characteristics • Types of strategies that can assist an organisation to adapt to change • Ways in which the types of strategies for managing and synergising diversity can contribute to organisational effectiveness		
Application and Adaptation *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.*	The ability to: • Evaluate information gathered from the news media to determine relevant issues and trends that affect the organisation both in the local and global contexts • Evaluate the implications of global competitiveness on one's job and organisation • Establish and evaluate systems for facilitating transfer of knowledge and skills within an organisation • Establish and evaluate learning opportunities, resources and knowledge management infrastructure in an organisation		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Analyse and adopt suitable approaches for organisational change • Develop strategies to assist an organisation to adapt to change		

Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Manage and synergise diversity of the various groups for organisational effectiveness
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Conduct training and development needs analysis using appropriate assessment methods and set learning goals for self and organisation • Conduct learning style analysis to identify learning styles of self and staff to ensure the effective acquisition and transfer of knowledge and skills within the organisation
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

Skill Code	ES-ACE-301G-1	**Skill Category**	Problem-solving and Innovation
		Sub-Skill Category *(if applicable)*	
Skill	**Foster Initiative and Enterprise in Teams**		
Skill Description	This Skill describes the ability to identify areas for continuous improvement and apply strategies to facilitate, motivate and sustain initiative and innovation in the team. It also includes identifying, evaluating and measuring risks associated with innovation and taking initiative at a team level.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Motivation concepts and techniques to lead and motivate teams to increase initiative and innovation and their characteristics • Sources of innovative opportunities and types of innovation and their characteristics • Basic principles to unleash untapped innovation and creativity at the workplace • Tools and techniques to increase team's ability to develop creative ideas for innovation and their features • Methods for building and sustaining a culture of innovation, initiative and enterprise among team members • Modes of communication for effective sharing of lessons and their features • Skills required for self-directed team to be effective and ways to help them acquire these skills • Types of risks and their implications on team performance and success • Methods to reduce the impact of risk on team performance and success • Process of formulating communication plan to monitor, manage and reduce risks		
Application and Adaptation *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.*	The ability to: • Assist team members to unleash their untapped innovation and creativity and increase their ability to develop creative ideas for innovation at the workplace • Facilitate team to be self-directed and sustain effort for continuous improvement at the workplace • Evaluate the effectiveness of implemented strategies in achieving planned outcome in accordance to criteria and goals set		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Identify possible areas for continuous improvement and challenges in getting team to initiate actions for continuous improvement at the workplace • Conduct risk assessment of new initiatives on team performance and success and recommend possible risk management strategies • Implement appropriate risk management strategies to support		

	innovation and enterprise
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Lead and motivate team to initiate actions, ideas and suggestions to improve workplace or business performance
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Enhance own creative skills and behaviour by identifying key opportunities for continuous improvement
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

Skill Code	ECC-BPC-6006-1.1	**Skill Category**	Building Professional Capacity
		Sub-Skill Category *(if applicable)*	Professional Mastery
Skill		**Establish Strategic Processes and Structures to Engender a Culture of Mentoring**	
Skill Description		This skill describes the ability to establish strategic processes and structures to engender a culture of mentoring by providing leadership and resources in designing and implementing a mentoring framework, sharing current research and key trends on effective mentoring approaches, and evaluating the effectiveness of the mentoring framework. It also includes creating mentoring opportunities for colleagues, participating in cluster-level discussions to improve existing mentoring frameworks and practices, and leading in building trusting relationships with colleagues.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • The role of leadership in engendering a culture of mentoring • The importance of staff engaging in professional dialogues to facilitate the exchange of good practices within the centre • Importance and benefits of mentoring • Mentoring models, processes and strategies • Current research and key trends in mentoring models and effective mentoring • Characteristics of an effective mentoring model	
Application and Adaptation *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.*		The ability to: • Lead in designing and implementing a mentoring framework • Provide leadership and resources to support mentors • Share current research and key trends on effective mentoring approaches • Evaluate effectiveness of mentoring framework	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		N/A	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*		The ability to: • Lead in building trusting relationships with colleagues	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*		The ability to: • Create opportunities for Senior Pre-school Teachers to mentor and guide colleagues • Participate in cluster-level discussions to improve on existing	

	mentoring frameworks
	• Reflect on effectiveness of mentoring plans and structures within the centre
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Characteristics of an effective mentoring model must include, but are not limited to: • Strong support that leads to a shared understanding of good teaching and learning practices, through on-going conversations • Appropriate mentor identification, allocation and placement • Sufficient and dedicated time and space for mentoring • Structured continuing professional development, including induction, for beginning/ new teachers and mentors

Skill Code	ECC-BPC-6007-1.1	**Skill Category**	Building Professional Capacity
		Sub-Skill Category *(if applicable)*	Professional Values & Ethics
Skill	**Establish a Culture of Professionalism (Centre Leader)**		
Skill Description	This skill describes the ability to establish a culture of professionalism by translating values and philosophy into daily practice, and leading and modelling practices and appropriate behaviour that promote professionalism and personal integrity. It also includes creating regular platforms for colleagues to critically reflect on current research and key trends, as well as ethical challenges faced.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The role of leadership in establishing a culture of professionalism • The foundations of culture building • Strategies to establish a culture of professionalism • The importance of translating values and philosophy into daily practice in order to establish a culture of professionalism • Practices that promote professional and personal integrity • Current research and key trends on professionalism, values and ethical behaviour, and how it applies to the early childhood setting		
Application and Adaptation *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.*	The ability to: • Take reference from the AECES Code of Ethics and other national and international documents to establish a culture of professionalism • Collaborate with Lead Teacher to identify and address potential ethical challenges • Create regular platforms to discuss potential ethical challenges with colleagues • Model practices and appropriate behaviour that promote professional and personal integrity		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	N/A		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Initiate discussions and critical reflection on current research and key trends, as well as ethical challenges faced by colleagues and centre • Share relevant knowledge and experiences with colleagues		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A		

Range of Application	The foundations of culture building must include, but are not limited to:
(where applicable) *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	• Centre's values
	• Centre's philosophy
	National and international documents may include, but are not limited to:
	• AECES Code of Ethics
	• United Nations Convention on the Rights of the Child and General Comment No. 7
	Strategies to establish a culture of professionalism may include, but are not limited to:
	• Motivating colleagues to take on individual responsibility in their work, including interactions with children, familes and the commmunity
	• Encouraging colleagues to set professional boundaries
	• Ensuring colleagues have an in-depth understanding of how professionalism can be demonstrated, taking into account the centre's vision, mission and values
	Practices that promote professional and personal integrity may include:
	• Establishing positive centre practices
	• Role modelling appropriate behaviour and attitude for colleagues
	• Valuing the knowledge and experience of each colleague
	• Creating a non-threatening work environment

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	ECC-BOC-6003-1.1	**Skill Category**	Building Organisational Capacity
		Sub-Skill Category *(if applicable)*	Teamwork & Collaboration
Skill		**Establish a Culture of Collaboration within the Centre (Centre Leader)**	
Skill Description		This skill describes the ability to establish a culture of collaboration within the centre through establishing structures and processes to facilitate, shape, and nurture positive collaboration among colleagues. It also includes modelling leadership behaviours that nurture teamwork, relationship building with colleagues, encouraging cohesion, open and honest communication, and respect for diverse opinions.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • Characteristics of a collaborative culture • The value of a culture of collaboration • The role of leadership in establishing teamwork and collaboration within the centre as part of organisational building • Structures and processes that facilitate collaborations among colleagues • Strategies to shape and nurture a culture of collaboration • Leadership behaviours that nurture or hinder the nurturing of teamwork	
Application and Adaptation *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.*		The ability to: • Collaborate with Lead Teacher to establish structures that facilitate collaborations among colleagues, to ensure a positive experience for teachers	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		N/A	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*		The ability to: • Respect and welcome diverse inputs and ideas from colleagues • Encourage teamwork • Encourage open and honest communication with colleagues • Lead in building relationships with colleagues, guided by professional code of ethics	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*		The ability to: • Provide platforms for collaborators to reflect on their collaboration and facilitate these reflections where appropriate	

| **Range of Application**
(where applicable)
It refers to the critical circumstances and contexts that the skill may be demonstrated. | Characteristics of a collaborative culture may include, but are not limited to:
• Regular opportunities for continuous improvement
• More team teaching and shared decision-making
• Sharing resources and supplies
• Planning cooperatively
• Increased confidence in and commitment to improvement of practice

The value of a culture of collaboration may include, but is not limited to:
• Shared ownership
• Commitment to the implementation of change efforts
• Robust solutions to problems

Structures and processes that facilitate collaboration among colleagues may include, but are not limited to:
• Dedicated time and space
• Role-modelling
• Team teaching
• Peer observation
• Collaborative decision-making and planning of staff development activities
• Platforms for professional sharing

Strategies to shape and nurture a culture of collaboration may include, but are not limited to:
• Defining clear roles and responsibilities of every team member
• Planning, and scheduling opportunities for collaboration
• Building trust and rapport
• Leveraging on strengths of team members to achieve common goals
• Identifying issues that hamper team effectiveness and leading the team to overcome them
• Building skills and confidence |

Remarks:

This Skill Standard should be referenced together with:

• **ES-IP-401G-1** Lead Workplace Communication and Engagement
• **ES-ACE-402G-1** Solve Problems and Make Decisions at Managerial Level

Skill Code	ES-IP-401G-1	**Skill Category**	Interpersonal
		Sub-Skill Category *(if applicable)*	

Skill	**Lead Workplace Communication and Engagement**
Skill Description	This Skill describes the ability to lead workplace communication through the implementation of communication strategies and mechanisms. It also includes using negotiation strategies to achieve organisational goals and win-win outcomes.
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Communication strategies, tools and methods associated with the various communication mechanisms to meet organisational goals and objectives and their features • Types and dimensions of organisational culture and their characteristics • Dimensions of conflict or dispute • Desired goals to be achieved as a outcome of negotiation • Motivations, priorities, interests and inclinations of stakeholders involved in a negotiation • Importance of considering cultural factors and various diversity issues that affect the communication in a negotiation process • Factors affecting the prioritising of goals and evaluation of possible trade-offs • Steps to develop relevant details and supporting arguments for negotiation • Negotiation styles and tactics for countering other party's style and their characteristics • Sources of power, conflict and obstacles to a successful negotiation and their implication in a negotiation
Application and Adaptation *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.*	The ability to: • Conduct research on best practices in workplace communication, evaluate their suitability for adoption and establish benchmarks for the organisation • Develop communications plan to implement communication strategies and mechanisms to meet organisational goals and objectives • Evaluate employees' level of acceptance of organisation's vision, mission and core values and take corrective actions where needed • Evaluate effectiveness of communication strategies and mechanisms and implementation plan according to criteria set • Establish the actual causes of conflict or dispute and plan for negotiation taking into account organisational goals and objectives • Assess negotiation situation and develop negotiation strategies taking into consideration diversity issues • Evaluate negotiation process and delegate appropriate follow-up actions in a timely manner based on accurate and objective analytical techniques

Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Evaluate gaps and barriers in workplace communication based on determined benchmarks and establish communication strategies and mechanisms that meet organisational goals and objectives
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Use communication strategies to influence organisational culture and motivate employees to commit to the organisation's vision, mission and core values • Conduct negotiation to achieve organisational goals and win-win outcomes by applying negotiation strategies and effective communication skills
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Reflect on gaps in own communication and negotiation style to make adjustments for future interactions
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	ES-ACE-402G-1	**Skill Category**	Problem-solving and Innovation
		Sub-Skill Category *(if applicable)*	
Skill	**Solve Problems and Make Decisions at Managerial Level**		
Skill Description	This Skill describes the ability to examine the causes of performance deficiency and its impact on an organisation. It also includes managing team dynamics to identify and address performance deficiency.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Advantages and disadvantages of the various methods to collect relevant and current information on organisational performance standards and quality control policies • Sources of information to identify performance deficiency • Advantages and disadvantages of the various methods to identify performance deficiency • Types of analytical tools and techniques and their application in the problem-solving and decision-making process • Principles of group dynamics and teamwork and techniques to manage team dynamics • Types of decision-making models for arriving at the preferred solution and their features • Factors affecting the effectiveness of an implementation plan • Tools and techniques to identify performance deficiency or cause of failure in implemented solution and implementation plan and their features • Advantages and disadvantages of various ways to formalise implemented solution as part of current Standard Operating Procedures (SOPs) • Organisational procedures for amending and disseminating SOPs		
Application and Adaptation *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.*	The ability to: • Collect relevant and current information on organisational performance standards and quality control policies • Identify the types of performance deficiency and examine the causes and their impact on organisation-related aspects • Identify the root causes of the problems with team members using appropriate group facilitation techniques • Determine a preferred solution using appropriate methods and draw up an implementation plan to implement the solution at the workplace • Formalise implemented solution as part of the organisation's current standard operating procedures • Evaluate the effectiveness of the implemented solution and implementation plan using appropriate techniques and criteria		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work*	The ability to: • Generate creative ideas using appropriate idea generation and group facilitation techniques		

performance and/or enhance business values that are aligned to organisational goals.	• Shortlist the most viable ideas based on a set of pertinent criteria using appropriate problem-solving and decision-making techniques and tools • Evaluate the impact of shortlisted ideas using appropriate problem-solving and decision-making techniques and tools • Develop a corrective action plan for any shortfalls identified in the implemented solution and conduct a follow-up review of modifications made
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Manage team dynamics and differing opinions through the use of conflict management techniques
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Reflect on own strengths and weaknesses and its impact in solving problems and making decisions
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

		Skill Category	Building Organisational Capacity
Skill Code	ECC-BOC-6004-1.1	**Sub-Skill Category** *(if applicable)*	Visioning & Planning
Skill	**Establish Buy-in and Uphold the Vision, Mission and Values of the Centre**		
Skill Description	This skill describes the ability to uphold the centre's vision, mission, and values. It also includes articulating the rationale and importance of the centre's vision, mission, and values to colleagues and families, and promoting ownership of it. It also includes setting the centre's direction and strategic plans, alignment of centre's programmes to the vision, mission, and values, and guilding colleagues to align daily work to the centre's long-term objectives.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The role of leadership in establishing buy-in for the vision, mission and values of the centre • The importance of shared vision, mission, and values • The need to align specific goals and strategic planning to the centre's vision, mission and values • Strategies to establish buy-in of colleagues and families for the vision, mission and values of the centre		
Application and Adaptation *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.*	The ability to: • Articulate the rationale behind and importance of the vision, mission and values of the centre to colleagues and families • Promote ownership of centre's vision, mission and values • Set the centre's focus and direction, and develop the centre's strategic plans and processes in alignment with the centre's vision, mission and values • Ensure that the centre's programmes are in alignment with the centre's vision, mission and values • Develop and implement clear strategies to achieve long-term goals in alignment to centre's vision, mission and values		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	N/A		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Guide colleagues in aligning own daily work to the centre's long-term objectives		
Learning to Learn *It refers to the ability to*	N/A		

develop and improve one's self within and outside of one's area of work.	
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Strategies to establish a shared vision, mission and values may include, but are not limited to: • Understanding centre's strengths, weaknesses, opportunities and threats • Determining strategic position with colleagues – how the centre can best serve families and community partners • Reviewing and analysing centre's services with colleagues • Reviewing centre's vision, mission and values with colleagues • Regularly garner support of key stakeholders for the vision, mission, and values of the centre

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	ECC-BOC-6005-1.1	**Skill Category**	Building Organisational Capacity
		Sub-Skill Category *(if applicable)*	Visioning & Planning
Skill	**Drive Centre's Initiatives, Systems and Processes and Look Into Coherence of Plans**		
Skill Description	This skill describes the ability to drive centre's initiatives, systems and processes by articulating clear long-term objectives and plans, delineating and providing key jobs roles and expectations to colleagues, and providing leadership and resources to support initiatives. It also includes leading in periodic review of initiatives through establishing systems and processes to evaluate effectiveness in achieving centre's goals, and exploring new methods to improve on systems and processes.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Relevant regulatory frameworks and legislations • The need to establish key strategies to facilitate achievement of long-term goals • The importance of streamlining processes and systems • The importance of aligning plans • The schemes and initiatives available to relieve operating costs and encourage productivity and innovation • The importance of a HR management and development plan • The role of leadership in driving and evaluating initiatives, systems and processes • Features of coherence in plans		
Application and Adaptation *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.*	The ability to: • Articulate clearly the long-term objectives of the centre • Delineate key job roles to colleagues and provide clarity in job roles and expectations • Lead the periodic review of initiatives, systems and processes to evaluate effectiveness of initiatives in achieving centre's goals • Provide leadership and resources to support centre's initiatives • Establish a culture of pro-activeness in initiatives to improve systems and processes		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Explore new methods for centre to improve on systems and processes		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of*	The ability to: • Acknowledge contributions by colleagues • Encourage leadership renewal by having Senior Pre-school Teachers lead colleagues in centre's initiatives		

ethics.	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Features of coherence in plans may include, but are not limited to: • Coherence between curricula and programmes and centre goals • Coherence between curricula and programmes and needs of children • Coherence between pedagogies and intended learning outcomes • Coherence between staff professional development and curricula needs • Coherence between staff well-being and strategic direction of the centre Relevant regulatory frameworks and legislations must include, but are not limited to: • Child Care Centres Act (for Child Care Centres) • Education Act (for Kindergartens) • Employment Act and other legislation covering employment practices and labour relations • Employment of Foreign Manpower Act, Immigration Act and other work pass-related legislation • WSH Act, Work Injury Compensation Act (WICA) and other WSH regulations

Remarks:

This Skill Standard should be referenced together with:

• **BM-SPI-402E-1** Manage and Review Systems and Processes
• **BM-SPI-406E-1** Manage Resource Planning
• **BM-SPI-304E-1** Display Critical Thinking and Analytical Skills

Skill Code	BM-SPI-402E-1	Skill Category	Planning and Implementation
		Sub-Skill Category *(if applicable)*	
Skill	**Manage and Review Systems and Processes**		
Skill Description	This Skill describes the ability to manage, review and evaluate systems and processes with a view for enhancements. It also includes gathering of feedback and developing solutions to close gaps and to make improvements.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Different tiers of systems and processes within the organisation • Tools and methodologies to review systems and processes		
Application and Adaptation *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.*	The ability to: • Manage systems and processes to meet organisational guidelines and policies		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Review and evaluate systems and processes in accordance with organisational policies to identify areas for improvement • Develop and establish solutions to gaps and areas of improvement to further enhance organisational systems and processes		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Adhere to organisational code of conduct, values and ethics when managing and reviewing systems and processes to ensure continued efficiency of organisational business processes		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Keep abreast of best practices in managing systems and processes by subscribing to diverse learning channels and participating in peer discussion platforms to enhance own knowledge for workplace application		
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
CENTRE LEADER

Skill Code	BM-SPI-406E-1	Skill Category	Planning and Implementation
		Sub-Skill Category *(if applicable)*	
Skill	**Manage Resource Planning**		
Skill Description	This Skill describes the ability to manage resource planning to meet business function requirements. It also includes identifying resource needs, acquiring and allocating resources, reviewing resource utilisation and assessing resource allocation outcomes with a view to achieve optimal resource allocation.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Types of resources • Outcomes of effective resource allocation • Relevant stakeholders to consider during resource planning		
Application and Adaptation *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.*	The ability to: • Determine resource needs to ensure successful implementation of business function strategy • Acquire and allocate resources to support execution of business function strategy		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Monitor and review resource usage to determine sufficiency and optimal utilisation of resources • Assess resource allocation outcomes and reallocate resources to meet business function strategy requirements		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Adhere to organisational code of conduct, values and ethics to ensure appropriate and optimal utilisation of resources to support business function strategy		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Engage in regular reflective practice to assess how the utilisation resources can be further improved to ensure optimal use		
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A		

Skill Code	BM-SPI-304E-1	Skill Category	Problem-solving and Innovation
		Sub-Skill Category *(if applicable)*	
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 also includes challenging and rethinking ideas, analysing business issues to put forth recommendations to stakeholders and enhancing creative thinking among team members.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • 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 *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.*	The ability to: • Analyse business issues through the use of critical-thinking to make recommendations to relevant stakeholders		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Challenge and rethink ideas and provide insights to relevant stakeholders for continuous business improvement		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • 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 *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • 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		

| **Range of Application**
(where applicable)
It refers to the critical circumstances and contexts that the skill may be demonstrated. | Methods to apply logical inquiry to issues must include:
• Understand and identify relevant objectives and issues
• Formulate and raise key questions in a clear and concise manner
• Gather and assess relevant information pertaining to business situation
• Use abstract ideas and interpret them appropriately
• Recognise and assess implications and practical consequences |

Skill Code	ECC-BOC-6006-1.1	**Skill Category**	Building Organisational Capacity
		Sub-Skill Category *(if applicable)*	Visioning & Planning
Skill	**Build Capacity of Colleagues and Centre Through Effective Human Resource Management and Development**		
Skill Description	This skill describes the ability to build capacity of colleagues and centre through effective human resource management (HRM) and development aligned to the centre's vision, mission and values, and best practices. It also includes initiating and promoting open communication, providing leadership and resources to support staff in designing and implementing professional development plans, reviewing and improving HRM policies, and driving initiatives to promote the welfare, well-being and morale of staff.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Human resource management (HRM) in the early childhood context, aligned to employment laws • Singapore Employment Laws, as stipulated by the Ministry of Manpower • Ethical issues and challenges in early childhood services • Strategies for effective HRM and development • Professional development of staff in an early childhood setting • Appropriate methods to communicate with staff individually and collectively • Current research, key trends and best practices in effective HRM and development practices		
Application and Adaptation *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.*	The ability to: • Develop HRM policies aligned to the centre's vision, mission and values, and best practices • Initiate internal communication channels to promote open communication with staff individually and collectively • Provide leadership and resources to support staff in designing and implementing professional development plans • Provide leadership for continuous improvement of HRM policies		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Drive initiatives to promote the welfare, well-being and morale of staff		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of*	N/A		

ethics.	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Human Resource Management (HRM) policies must include, but are not limited to: - Recruitment, selection and deployment - Performance management - Talent identification and management - Change management - Career progression - Succession planning

Remarks:

This Skill Standard should be referenced together with:

- **LPM-VIS-401C-0** Lead Team Leaders to Develop Business Strategies and Governance Management

Skill Code	LPM-VIS-401C-0	**Skill Category**	Leadership and People Development
		Sub-Skill Category *(if applicable)*	
Skill	**Lead Team Leaders to Develop Business Strategies and Governance Management**		
Skill Description	This Skill describes the ability to lead team leaders in the development of business unit strategies, operational plans and corporate governance management to meet organisational needs. It also includes providing direction and guidance to team leaders through regular engagement and modelling of leadership and expected behaviours.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The relationship between high level strategy and the development and implementation of team plans and processes • The relationship between high level strategy and the development and implementation of business systems and processes to support corporate governance • Organisational policies and procedures relating to the development of departmental or business unit strategies, and corporate governance compliance management • Legal and ethical considerations relating to corporate governance • Relevant professional or industry codes of practice and standards relating to corporate governance • Implications and impact on employees and the organisation arising from team planning process and corporate governance management process		
Application and Adaptation *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.*	The ability to: • Facilitate team leaders' involvement in the development of departmental or business unit strategies to achieve business objectives • Lead team leaders to identify trends and issues impacting team performance and develop team operational plans to achieve team objectives • Communicate organisational values and expectations of behaviour in the workplace to guide team leaders in their behaviour and performance • Engage regularly with team leaders to provide the required support to achieve business unit goals • Model leadership and behaviours to demonstrate application of organisational values, behaviours and governance priorities in all actions		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to*	The ability to: • Develop and modify systems and processes to improve compliance management on corporate governance and social responsibilities requirements		

organisational goals.	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Communicate departmental or business unit strategic priorities to stakeholders to garner their support and buy-in • Assess emotional states of team leaders and respond appropriately to emotional cues when leading team leaders to ensure individual needs are addressed
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Engage in regular self-reflection to identify own areas for improvement in leading strategy planning • Improve own strategy planning skills by subscribing to diverse learning channels and participating in peer review platforms to enhance workplace performance
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
CENTRE LEADER

Version Control

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

ANNEX 1

Definition of ECCE Skill Category

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.
2. Collaborating with Families and the Community This category focuses on establishing and sustaining strong partnerships with families and community stakeholders.
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.
4. Building Organisational Capacity This category focuses on enhancing capabilities as well as aligning systems and structures within centres to realise centres' goals and vision.

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.