

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR LEAD TEACHER**

Occupation: Senior Lead Teacher

Occupation Description:

The Senior Lead Teacher has a span of influence over professional matters within a cluster. Steeped in knowledge on the latest developments in pedagogy, the Senior Lead Teacher provides leadership in the review, design and implementation of holistic curriculum and drives the development of teaching and learning practices within the cluster. He/She fosters a strong culture of collaboration among educators and promotes professionalism.

Important Points to Note about this Document

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

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The skills expected of the Senior Lead Teacher are summarised as below:

Skill Category*	Skills
Developing the Child Holistically	<p>ECC-DCH-7001-1.1 Drive the Implementation of Quality Teaching and Learning Approaches at the Cluster Level <i>(The Senior Lead LSEd* will also drive and incorporate teaching and learning approaches for children with mild developmental needs.)</i></p> <p>ECC-DCH-7002-1.1 Lead in Designing, Implementing and Reviewing Curricula and Programmes within the Cluster</p> <p>ECC-DCH-7003-1.1 Lead in Integrating the Core Values of Early Childhood Education within Curricula and Programmes across the Cluster</p> <p>ECC-DCH-7004-1.1 Drive the Implementation of Strategies for Quality Learning Environments across the Cluster</p> <p>ECC-DCH-7005-1.1 Guide Cluster in Enhancing Caring, Trusting and Respectful Relationships with Children (Senior Lead Teacher)</p>
Collaborating with Families and Community	<p>ECC-CFC-7001-1.1 Establish a Culture of Professional Collaboration with Families and Community Stakeholders within the Cluster (Senior Lead Teacher) <i>(The Senior Lead LSEd* will also develop strong relationships with multi-disciplinary stakeholders.)</i></p>
Building Professional Capacity	<p>ECC-BPC-7001-1.1 Mentor Lead Teachers in the Design and Implementation of Programmes in a Specialised Field</p> <p>ECC-BPC-7002-1.1 Facilitate the Establishment of Plans and Structures to Engender a Culture of Mentoring within the Cluster</p> <p>ECC-BPC-7003-1.1 Establish a Culture of Continuous Learning (Senior Lead Teacher). <i>(The Senior Lead LSEd* also participates in research programmes for children with mild developmental needs)</i></p> <p>LPM-DEV-501C-0 Develop Managers and High Potential Employees through Organisational Talent Capability Review</p> <p>ECC-BPC-7004-1.1 Establish a Culture of Professionalism (Senior Lead Teacher)</p>
Building Organisational Capacity	<p>ECC-BOC-7001-1.1 Establish a Culture of Collaboration within the Cluster (Senior Lead Teacher)</p>

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	LPM-PER-501C-0 Develop Self to Maintain Professional Competence at Senior Management Level
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* The definition of the ECCE Skill Category can be found in [Annex 1](#).

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

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Skill Code	ECC-DCH-7001-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Drive the Implementation of Quality Teaching and Learning Approaches at the Cluster Level		
Skill Description	<p>This skill describes the ability to apply strategies to drive the successful implementation of quality teaching and learning approaches within a cluster. It also includes designing robust processes to evaluate and review teaching and learning approaches, reflecting on current structures and strategies adopted to facilitate innovations in the cluster, driving collaborations among centres to enhance quality of teaching and learning, and building a culture of innovation in teaching and learning at the cluster level.</p> <p><i>The Senior Lead LSEd* will also drive and incorporate teaching and learning approaches for children with mild developmental needs.</i></p>		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Underlying principles of successful implementation of quality teaching and learning approaches • Strategies to drive successful implementation of teaching and learning approaches across a cluster • Key considerations when designing robust processes to evaluate and review teaching and learning approaches • Current research and key trends in child development, teaching and learning, and curriculum leadership in early childhood care and education 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Ensure successful implementation of innovative teaching and learning approaches across a cluster of centres • Design robust processes to evaluate and review teaching and learning approaches • Enhance innovative teaching and learning approaches based on current research and key trends across a cluster of centres 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Create a culture of innovation in teaching and learning across a cluster of centres 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Drive collaborations among centres to enhance quality of teaching and learning through innovative approaches 		

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<i>ethics.</i>	
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Reflect on current structures and strategies adopted to facilitate innovations in the cluster
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Key considerations when designing robust processes to evaluate and review teaching and learning approaches may include, but are not limited to: <ul style="list-style-type: none"> • Age and developmentally appropriate approaches • Incorporation of a keen understanding of children's prior knowledge • Incorporation of PRAISE dispositions • Application of iTeach principles • Utilisation of a range of approaches (e.g. child-directed, guided, teacher-directed)

**Skills for Senior Lead Learning Support Educators (LSEds) will be updated in this Skill Standard at a later stage.*

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Skill Code	ECC-DCH-7002-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Lead in Designing, Implementing and Reviewing Curricula and Programmes within the Cluster		
Skill Description	This skill describes the ability to apply appropriate strategies to lead in the design, implementation, review and improvement of curricula and programmes aligned to the goals and objectives of each centre within the cluster. It also includes supporting the establishment of structures and processes for continuous enhancement of curricula and programmes, through engaging in action research, and developing a culture of reflective thinking and shared learning across centres to improve cluster's curricula and programmes.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Curriculum and programme design and its components • The goals and objectives of curricula and programmes of each centre within the cluster • Indicators of effective curricula and programmes • Strategies to lead in the design, implementation and review of curricula and programmes • Current research and key trends in curricula and programme design 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Design curricula and programmes within the cluster, based on current research and key trends • Support in the establishment of structures and processes for continuous enhancement of curricula and programmes • Lead in the implementation, review and improvement of curricula and programmes aligned to the goals and objectives of each centre within the cluster 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Create a culture of reflective thinking and shared learning across centres to improve cluster's curricula and programmes 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<ul style="list-style-type: none"> • Engage in action research on the support structures needed for proper implementation of curricula and programmes
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Strategies to lead the design, implementation and review of curricula and programmes may include, but are not limited to:</p> <ul style="list-style-type: none"> • Having conversations with the Senior Centre Leader and centre staff on resources needed for curricula and programmes • Providing guidance to Lead Teachers on change management • Addressing hurdles and road blocks in the implementation of curricula and programmes • Ensuring that the curricula and programmes are age and developmentally appropriate

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Skill Code	ECC-DCH-7003-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Lead in Integrating the Core Values of Early Childhood Education within Curricula and Programmes across the Cluster		
Skill Description	This skill describes the ability to apply strategies to lead in the integration of the core values of early childhood education (as outlined in the relevant curriculum frameworks utilised in Singapore) within curricula and programmes within the cluster. It also includes determining educational goals and focus on values education and establishing a systematic centre-based structure and framework for the integration of values education into curricula and programmes, in centres at the cluster level. It also includes designing and implementing curricula and programmes that inculcate the core values of early childhood education, establishing platforms for sharing of best practices, and inspiring Lead Teachers within a cluster to role model and uphold the values that the centre aims to imbue.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Core values of early childhood education (as outlined in the relevant curriculum frameworks utilised in Singapore) • Strategies to design and implement curricula and programmes that inculcate the core values of early childhood education across the cluster 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Determine educational goals and focus for values education • Establish a systematic centre-based structure and framework for the integration of values education into curricula and programmes within the cluster • Design and implement curricula and programmes within the cluster that inculcate the core values of early childhood education 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Lead in pedagogical innovation to enhance values-driven programmes in centres at the cluster level 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Inspire Lead Teachers within a cluster to uphold and integrate the core values of early childhood education into teaching and learning approaches • Inspire centre staff to role model the values that the centre aims to imbue 		
Learning to Learn <i>It refers to the ability to develop and improve</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Establish platforms for sharing of best practices in the design and 		

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<p><i>one's self within and outside of one's area of work.</i></p>	<p>implementation of centre-wide curricula and programmes that inculcate the core values of early childhood education</p>
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Determining educational goals and focus for values education may include, but are not limited to:</p> <ul style="list-style-type: none"> • Conversations with centre staff on pedagogies for the integration of core values of early childhood education • Ensuring policies and structures support the inculcation of core values of early childhood education

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Skill Code	ECC-DCH-7004-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Drive the Implementation of Strategies for Quality Learning Environments across the Cluster		
Skill Description	This skill describes the ability to drive the planning and development of strategies for quality learning environments across the cluster. It also includes developing systemic and strategic long-term plans, and facilitating professional dialogues among centres to review, analyse and enhance strategies for quality learning environments, aligned to centre's vision, mission and values. It also includes developing a good sense of awareness of own values in relation to a quality learning environment.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The rationale behind a quality learning environment for children • Strategies to drive the planning and development of strategies for quality learning environments across a cluster • Current research and key trends on high quality early childhood learning environments 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Develop systemic and strategic long-term plans to review and improve the quality of the learning environment, aligned to centre's teaching and learning philosophy and vision, mission and values for centres within a cluster • Analyse, review and enhance strategies for quality learning environments across the cluster 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Facilitate professional dialogues among centres to analyse and enhance classroom learning environments 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Develop a good sense of awareness of own values in relation to a quality learning environment 		
Range of Application	Values in relation to a quality learning environment may include, but are not limited to:		

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*(where applicable)
It refers to the critical
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- Trusting that children can learn through the environment
- Believing in the importance of providing an environment that facilitates self-directed learning and promotes independence in children

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Skill Code	ECC-DCH-7005-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Guide Cluster in Enhancing Caring, Trusting and Respectful Relationships with Children (Senior Lead Teacher)		
Skill Description	This skill describes the ability to guide Lead Teachers in their efforts to mentor colleagues in establishing structures to facilitate and enhance interactions and relationships with children. It also includes leading professional and networked learning communities on fostering and enhancing caring, trusting and respectful relationships with children.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Current research, key trends and best practices for interactions and relationships with children • Structures to facilitate interactions and the building of caring, respectful and trusting relationships with children 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Lead in establishing structures to facilitate interactions and the building of caring, respectful and trusting relationships with children, based on current research, key trends and best practices • Guide Lead Teachers in their efforts to mentor colleagues in enhancing interactions and relationships with children 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	N/A		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Facilitate professional and networked learning communities on fostering and enhancing caring, trusting and respectful relationships with children 		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Leading in establishing structures to facilitate interactions and the building of caring, respectful and trusting relationships with children may include, but are not limited to:</p> <ul style="list-style-type: none"> • Mentoring Lead Teachers to put in place structures to facilitate interactions. These structures may include: <ul style="list-style-type: none"> ○Setting aside time for teachers to interact with children, including 		

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	<p>circle time</p> <ul style="list-style-type: none">○Integration of interaction between children and teachers during routine care○Building networks with parents to engage them in home-centre partnerships
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Skill Code	ECC-CFC-7001-1.1	Skill Category	Collaborating with Families and Community
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Establish a Culture of Professional Collaboration with Families and Community Stakeholders within the Cluster (Senior Lead Teacher)		
Skill Description	<p>The skill describes the ability to co-lead with Senior Centre Leaders to plan, implement and evaluate the professional collaboration with families and community stakeholders in the cluster. It also includes the understanding of strategies to lead in sustaining effective long-term partnerships and collaboration with families and community stakeholders, and knowledge of the various platforms for collaboration between centres.</p> <p><i>The Senior Lead LSEd* will also develop strong relationships with multi-disciplinary stakeholders.</i></p>		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Strategies to establish professional collaboration with families and community stakeholders • Strategies to lead in sustaining effective long-term partnerships and collaboration with community stakeholders • Various platforms for collaboration between centres within the cluster and community stakeholders 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Co-lead the strategic planning and implementation of professional collaboration with community stakeholders with Senior Centre Leader • Co-lead with Senior Centre Leader in the evaluation of effectiveness of strategic plans for professional collaboration with community stakeholders in the cluster 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Build and sustain mutually-beneficial relationships with the community • Communicate effectively with community stakeholders 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of</i>	N/A		

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<p><i>work.</i></p> <p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Co-leading the strategic planning and implementation of professional collaboration with community stakeholders may include, but is not limited to:</p> <ul style="list-style-type: none"> • Establishing minimum standards of practice for communications with families (e.g. frequency, modes of communication, issues to communicate, level of involvement of parents) • Establishing shared networks of community stakeholders for the cluster (e.g. private and public agencies, other educational institutions)
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Skill Code	ECC-BPC-7001-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Mentor Lead Teachers in the Design and Implementation of Programmes in a Specialised Field		
Skill Description	This skill describes the ability to apply strategies to mentor and coach colleagues in the design and implementation of programmes in a specialised field. It also includes the deepening of knowledge and skills in a specialised field based on research and key trends of educational developments in the selected specialised field.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	The ability to understand: <ul style="list-style-type: none"> • Strategies to design programmes in a specialised field • Strategies to mentor and coach colleagues in the implementation of programmes in a specialised field • Current research and key trends of educational developments in the selected specialised field 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: <ul style="list-style-type: none"> • Mentor and coach colleagues in the design and implementation of programmes in a specialised field • Deepen knowledge and skills in specialised field 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	N/A		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Fields of specialisation may include, but are not limited to: <ul style="list-style-type: none"> • Visual Arts • Pedagogy and Active Learning • Music and Movement • Motor Skills and Physical Development • Mother Tongue Languages 		

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	<ul style="list-style-type: none">• Mentoring and Coaching• Documentation and Assessment• Early Childhood Learning Support
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Skill Code	ECC-BPC-7002-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Facilitate the Establishment of Plans and Structures to Engender a Culture of Mentoring within the Cluster		
Skill Description	This skill includes the ability to facilitate the establishment of plans and structures to engender a culture of mentoring within the cluster. It also includes the skills to facilitate the evaluation and periodic review of mentoring programmes, establish platforms for professional dialogues within the cluster to enhance the mentoring programme, and share current research and key trends on effective mentoring models.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The role of leadership in sustaining a culture of mentoring within the centre and cluster • The different components of a mentoring structure • The importance of collaborating with Centre Leaders and Lead Teachers to ensure the adaptation of mentoring structures to suit the needs of different centres • The need to work with Centre Leaders and Lead Teachers to continually evaluate mentoring structures to ensure sustainability and relevance of mentoring programme • Current research and key trends on mentoring models and effective mentoring 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Facilitate the evaluation of mentoring programme to ensure the professional development of teachers • Share current research and key trends on effective mentoring models • Establish platforms for professional dialogues amongst Centre Leaders and Lead Teachers to enhance the mentoring programme • Facilitate periodic review of the mentoring programme with Centre Leaders and Lead Teachers to ensure alignment with organisational goals and appropriate allocation of resources 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	N/A		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Facilitate cluster-level discussions to enhance existing mentoring frameworks
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Establishing plans and structures to support a mentoring culture within the cluster may include, but are not limited to:</p> <ul style="list-style-type: none"> • Programme design and planning • Programme management • Policies and procedures • Programme operations • Financial planning • Programme evaluation

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Skill Code	ECC-BPC-7003-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Establish a Culture of Continuous Learning (Senior Lead Teacher)		
Skill Description	<p>This skill describes the ability to provide leadership to plan, implement, and evaluate research and inquiry that informs practice. It also includes collaborating to plan and lead the development of professional development policies and programmes to address learning needs, networking with professionals within and beyond the early childhood sector, and creating and sustaining collaborative learning opportunities for teachers and leaders across the cluster. It also includes the ability to initiate and facilitate the dissemination of knowledge through local and international publications and professional and networked learning communities, building capacity of colleagues to engage in action research, and modelling openness and commitment to continuous learning.</p> <p><i>The Senior Lead LSEd* also participates in research programmes for children with mild developmental needs.</i></p>		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Current research and key trends on effective curriculum leadership and professional development • Strategies for planning, implementing, and evaluating ongoing research and inquiry designed to generate information that informs practice • Frameworks and structures that foster a culture of continuous learning • Strategies to develop frameworks and structures to foster a culture of continuous learning 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Provide leadership for planning, implementing, and evaluating ongoing research and inquiry designed to generate information that informs practice • Collaborate with Centre Leaders and Lead Teachers to plan and lead the development of professional development policies and programmes that address the learning needs of colleagues • Co-lead with Senior Centre Leaders in the application of current research and key trends on professional developments to meet the needs of centres within a cluster 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Network with professionals within and beyond the early childhood sector to communicate research needs that relate directly and indirectly to early childhood • Create collaborative learning opportunities and platforms for teachers and leaders across centres within a cluster 		

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<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Sustain collaborative relationships to ensure and provide quality professional development opportunities for teachers
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Model openness and commitment to continuous learning • Practise and disseminate knowledge in local and international publications and/or meetings • Initiate and facilitate professional and networked learning communities within the cluster • Build capacity of colleagues to engage in action research
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Frameworks and structures that foster a culture of continuous learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • Reflective practice • Establishing learning communities • Engaging in action research • Site-based learning

Remarks:

This Skills Standard should be referenced together with:

- **LPM-DEV-501C-0** Develop Managers and High Potential Employees through Organisational Talent

**Skills for Senior Lead Learning Support Educators (LSEds) will be updated in this Skill Standard at a later stage.*

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Skill Code	LPM-DEV-501C-0	Skill Category	Leadership and People Development
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Develop Managers and High Potential Employees through Organisational Talent Capability Review		
Skill Description	The skill describes the ability to review organisational talent capability and develop high potential employees to meet organisational requirements. It also includes engaging and supporting line managers in their capability development.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Legal and ethical considerations relating to organisational talent capability management • Organisational policies and procedures relating to organisational talent capability management activities • Models, methods and tools used to develop high potential employees • Market trends and developments in relation to talent management and employee engagement • Concepts and theories of employee engagement • The importance of employee engagement • Relationship between employee engagement and performance 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify critical positions in the organisation and assess their vacancy risk to plan for capability development • Assess the capability and capacity of existing talent and identify and categorise high potential employees for critical positions to facilitate organisational talent capability review • Work with managers and identified successors to develop development and career plans • Support managers in the development of their professional, technical and managerial competencies to improve performance • Empower managers to demonstrate independence to take responsibility for their personal development 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Review effectiveness of organisational talent capability development process to identify areas for improvement 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Encourage and motivate managers to promote employee engagement • Apply emotional intelligence to guide own thinking and actions when interacting with others to develop capability development and career plans 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Mentor the progression and development of high potential employees to meet organisational talent capability requirements • Engage in regular self-reflection to identify areas for improvement in own mentoring skills • Improve own mentoring skills by subscribing to diverse learning channels and participating in peer discussion platforms to enhance workplace performance
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

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Skill Code	ECC-BPC-7004-1.1	Skill Category	Building Organisational Capacity
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Establish a Culture of Professionalism (Senior Lead Teacher)		
Skill Description	This skill describes the ability to implement strategies to establish a culture of professionalism. It also includes translating values and philosophy, based on the AECES Code of Ethics and other national documents, into daily practice. It also includes the ability to model practices and appropriate behaviour that promote professionalism and personal integrity and initiate and create regular platforms to share, discuss, and critically reflect on current research, key trends, and ethical challenges faced by colleagues.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The 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 <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Take reference from the AECES Code of Ethics and other national and international documents to support centre in establishing a culture of professionalism • 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 <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	N/A		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • 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
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>The foundations of culture building must include, but are not limited to:</p> <ul style="list-style-type: none"> • Centre's values • Centre's philosophy <p>National and International documents may include, but are not limited to:</p> <ul style="list-style-type: none"> • AECES Code of Ethics • United Nations Convention on the Rights of the Child and General Comment No. 7 <p>Strategies to establish a culture of professionalism may include, but are not limited to:</p> <ul style="list-style-type: none"> • Motivating colleagues to take on individual responsibility in their work, including interactions with children, families and the community • 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 <p>Practices that promote professional and personal integrity may include:</p> <ul style="list-style-type: none"> • 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

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Skill Code	ECC-BOC-7001-1.1	Skill Category	Building Organisational Capacity
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Establish a Culture of Collaboration within the Cluster (Senior Lead Teacher)		
Skill Description	The skill describes the ability to implement strategies and sustain a culture of collaboration within the cluster. It also includes engaging in the process of establishing a shared vision for Centre Leaders and Lead Teachers, respecting diverse inputs and ideas from colleagues, encouraging cohesion and open communication, and providing platforms for reflection. It also includes understanding the leadership behaviours that nurture or hinder teamwork, the values of colleagues, the importance of a shared vision and the strategies and processes that underpin the establishment of a culture of collaboration.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Structures and processes that facilitate collaborations among colleagues • Strategies to establish and sustain a culture of collaboration • Leadership behaviours that nurture or hinder the nurturing of teamwork • Values, mindsets and assumptions that undergird the behaviours of colleagues • The importance of a shared vision, anchored on a common set of values 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Implement strategies to establish and sustain a culture of collaboration within the cluster • Engage in the process of establishing a shared vision for Centre Leaders and Lead Teachers within a cluster, anchored on a common set of values 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Respect and welcome diverse inputs and ideas from colleagues • Encourage cohesion and open and honest communication with colleagues • Lead in building relationships with colleagues, guided by professional code of ethics 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Provide platforms for collaborators to reflect on their collaboration and facilitate these reflections where appropriate
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Strategies to establish and sustain a culture of collaboration may include, but are not limited to:</p> <ul style="list-style-type: none"> • 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:

- **LPM-PER-501C-0** Develop Self to Maintain Professional Competence at Senior Management Level

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Skill Code	LPM-PER-501C-0	Skill Category	Personal Effectiveness
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Develop Self to Maintain Professional Competence at Senior Management Level		
Skill Description	The skill describes the ability to improve organisational communications and influence decision-making as a senior member of a business unit or division. It also includes developing own leadership style and capability.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Legal and ethical considerations relating to organisational communications, decision-making and personal conduct at the workplace • Organisational policies and procedures relating to organisational communications and development of professional competence • Implications and impact of organisational communication processes on stakeholders • Implications and impact of own leadership style and capability on employees and the organisation • The relationship between high level organisational strategy and the development and implementation of business plans and processes at business unit or divisional level • Underlying issues and trends that may affect decision-making by stakeholders 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Use appropriate methods of communication to promote the organisation • Encourage and display effective communication techniques and behaviours to demonstrate the organisation's values and ethics • Work with the leadership team to develop plans to achieve strategic priorities and directions of the organisation 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Collaborate with stakeholders to develop communication channels to enhance organisational communications 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Influence stakeholders to pursue actions to support the achievement of the organisation's strategic priorities and directions • Maintain integrity of self throughout the decision-making process to meet requirements on organisational code of conduct • Apply emotional intelligence to guide own thinking and actions when interacting with stakeholders • Demonstrate alignment between personal ethics and values and 		

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	those of the organisation to develop own leadership style
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Use opportunities to self-reflect on own work performance and leadership style to identify areas for improvement • Maintain awareness and understanding of the skills and knowledge of colleagues and competitors to identify professional development opportunities for self
Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A

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Version Control

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

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Annex 1

Definition of ECCE Skill Category

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

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.