

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
PRE-SCHOOL TEACHER**

Occupation: Pre-school Teacher

Occupation Description:

The Pre-school Teacher effectively creates a secure and quality learning environment for children. He/She creates a secure environment for children through enhancing trusting and respectful relationships with them. He/She enriches children's learning through co-designing and implementing developmentally and culturally appropriate curricula, while effectively integrating innovative teaching and learning practices. The Pre-school Teacher is proactive and intentional in strengthening partnerships with families and the community, and co-designs collaborative efforts with colleagues and stakeholders to achieve this goal. As an experienced early childhood educator, the Pre-school Teacher guides teachers in enhancing their practice. The Pre-school Teacher engages in continuous learning and reflective practice. He/She also contributes to the centre's culture of collaboration and collegiality.

A Pre-school Teacher who has at least 3 years of experience can undergo additional training to become a Learning Support Educator (LSEd). The LSEd works closely with children with mild developmental needs and equips them with age-appropriate skills to optimise learning.

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 Pre-school Teacher are summarised below:

Skill Category*	Skills
Developing the Child Holistically	<p><u>Child Development</u> ECC-DCH-4012-1.1 Apply Understanding of How Children (Birth to Age 8) Learn and Develop (Pre-school Teacher) <i>(The LSEd* will also identify children with developmental needs)</i></p>
	<p><u>Curriculum and Pedagogy</u> ECC-DCH-4013-1.1 Refine Teaching and Learning Approaches Aligned to Curriculum Frameworks</p>
	<p>ECC-DCH-4014-1.1 Refine Classroom Management Strategies, and Strategies to Observe and Document Children’s Learning <i>(The LSEd* will also document and report findings on children with mild developmental needs)</i></p>
	<p>ECC-DCH-4015-1.1 Engage Children Meaningfully Through the Customisation of Curriculum and Use of Appropriate Pedagogy (Pre-school Teacher)</p>
	<p>ECC-DCH-4016-1.1 Implement Differentiated Teaching and Learning Strategies to Meet the Diverse Needs of Children (Pre-school Teacher) <i>(The LSEd* will also adapt the curriculum for children with mild developmental needs).</i></p>
	<p>ECC-DCH-4017-1.1 Inculcate the Core Values of Early Childhood Education Through Classroom Curriculum and Programmes (Pre-school Teacher)</p>
	<p><u>Learning Environment</u> ECC-DCH-4018-1.1 Design Quality Learning Environments (Pre-school Teacher)</p>
	<p><u>Interactions and Relationships</u> ECC-DCH-4019-1.1 Enhance Trusting, Respectful Relationships with Children Through Positive Interactions with Them</p>
	<p>ECC-DCH-4020-1.1 Adapt Guidance Strategies for Children</p>
	<p><u>Health, Safety and Nutrition</u> ECC-DCH-4021-1.1 Implement Appropriate Course of Action for the Protection of Children (Pre-school Teacher)</p>

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	ECC-DCH-4022-1.1 Adhere to Health, Safety, Nutritional and Hygiene Standards and Procedures (Pre-school Teacher)
Collaborating with Families and Community	<p><u>Family and Community Partnerships</u> ECC-CFC-4003-1.1 Strengthen Home-Centre Partnerships</p> <p>ECC-CFC-4004-1.1 Co-lead Collaborative Projects with Community Stakeholders (Pre-school Teacher) <i>(The LSEd* will also collaborate with multi-disciplinary stakeholders.)</i></p>
Building Professional Capacity	<p><u>Professional Mastery</u> ECC-BPC-4004-1.1 Guide Colleagues to Engage in Continuous Learning and Reflective Practice (Pre-school Teacher)</p> <p>BM-SPI-303E-1 Measure and Plan Own Performance and Behaviour</p> <p>ECC-BPC-4005-1.1 Contribute to Fostering a Culture of Continuous Learning (Pre-school Teacher).</p> <p><u>Professional Values and Ethics</u> ECC-BPC-4006-1.1 Articulate What Constitutes Ethical Behaviour and Professionalism When Interacting with Families, Colleagues and the Community (Pre-school Teacher)</p>
Building Organisational Capacity	<p><u>Teamwork and Collaboration</u> ECC-BOC-4003-1.1 Contribute to Fostering a Culture of Collaboration (Pre-school Teacher)</p> <p><u>Visioning and Planning</u> ECC-BOC-4004-1.1 Uphold the Vision, Mission and Values of the Centre (Pre-school Teacher)</p>

* 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-4012-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Child Development
Skill	Apply Understanding of How Children (Birth to Age 8) Learn and Develop (Pre-school Teacher)		
Skill Description	<p>The skill describes the ability to apply contemporary theories and current research to support the growth, well-being and development of each child. It also includes the ability to refine understanding of the child's learning and development through classroom-based inquiry and interactions with family and other professionals.</p> <p><i>The LSEd* will also identify children with 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"> • Contemporary explanations of how environments influence early brain development and growth • The importance of young children's emotional well-being and development of healthy habits • Factors that contribute to children's growth, well-being, learning and development • Strengths-based views on the differences between typical and atypical development and learning (birth to age 8) • Current research and key trends on children's growth, well-being, learning and development 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Apply understanding of contemporary theories and literature to support the growth, well-being, learning and development of each child • Apply knowledge of current research and literature to inform child observation and planning for individuals as well as a specific group of 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>	<p>The ability to:</p> <ul style="list-style-type: none"> • Refine understanding of child learning and development through classroom-based inquiry as well as interactions with families and other professionals 		
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>N/A</p>
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Factors that contribute to children's growth, well-being, learning and development may include, but are not limited to:</p> <ul style="list-style-type: none"> • Individual characteristics (e.g. temperament, personality) • Family (e.g. pertinent medical history, family background, home environment) • Community • Language and culture <p>Strengths-based views on the differences between typical and atypical development and learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • Understanding that children's learning is dynamic, complex and holistic • Understanding that children demonstrate their learning in different ways • Starting with what is present (rather than absent), and writing about what works for the child • Acknowledging that all children have strengths and abilities, and grow and develop from their strengths and abilities <p>While young children's physical growth and development may be predictable, their other developmental needs may be less so. Child development theories provide foundational understanding, but in reality, the nature of development is largely determined by the abovementioned factors, and that individual differences frequently exist and require teachers to be observant, thoughtful and responsive.</p>

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

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Skill Code	ECC-DCH-4013-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Refine Teaching and Learning Approaches Aligned to Curriculum Frameworks		
Skill Description	The skill describes the ability to refine teaching and learning approaches, based on current research on pedagogy and teaching and learning approaches. It involves planning appropriate learning goals for children and improving curricula and programmes to foster children's learning.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The relevant curriculum frameworks utilised in Singapore • Current research and key trends in early childhood education pedagogy, and teaching and learning approaches • Strategies to enhance teaching and learning approaches 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Evaluate and refine a range of teaching and learning approaches to foster children's learning • Apply knowledge of child development, early childhood education pedagogy, and the children to plan appropriate learning goals for the children they teach individually and collectively • Draw on knowledge of early childhood education pedagogy and current research in teaching and learning, to support and refine practice 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Refine teaching and learning approaches to improve curricula and programmes 		
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</i>	<p>Relevant Curriculum Frameworks must include:</p> <ul style="list-style-type: none"> • Nurturing Early Learners (NEL) Framework • Nurturing Early Learners (NEL) Framework for Mother Tongue Languages 		

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<i>contexts that the skill may be demonstrated.</i>	
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Skill Code	ECC-DCH-4014-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Refine Classroom Management Strategies, and Strategies to Observe and Document Children’s Learning		
Skill Description	<p>The skill describes the ability to refine classroom management strategies, and strategies to observe and document children’s learning to ensure holistic experiences for young children, and support meaningful planning for each child. It involves integrating and evaluating classroom management strategies, gathering observations from families and colleagues, and reviewing observations and documentation of children’s learning. It also includes ensuring consistency and objectivity in managing children’s behaviour, sharing effective classroom strategies with colleagues, and information gathered with relevant stakeholders.</p> <p><i>The LSEd* will also document and report findings on 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"> • The role of observation and documentation of children’s learning in creating a holistic picture of children’s experiences, development and learning, and in supporting planning that is meaningful to each child • The process of reviewing observations and documentation of children’s learning • Observations and documentations of children’s 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"> • Integrate classroom management strategies intentionally • Evaluate and refine classroom management strategies • Gather observations from families and colleagues to inform and improve the planning process for individual children and the group • Review observations and documentations of children’s learning to improve practice and enhance children’s experiences • Ensure consistency and objectivity in managing children’s behaviour, based on observation and documentation of children’s learning 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Share effective classroom strategies with colleagues • Respond to questions from colleagues and families about children’s behaviour, or refer to appropriate staff • Share information gathered from observation and documentation of children’s learning with relevant stakeholders, where necessary 		

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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>	N/A
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>The process of reviewing observations and documentation of children's learning may include, but is not limited to:</p> <ul style="list-style-type: none"> • Identifying developmental skills • Considering perspectives of colleagues, interpretations and changes over time and in different contexts • Planning activities and experiences for extension of children's learning

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Skill Code	ECC-DCH-4015-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Engage Children Meaningfully Through the Customisation of Curriculum and Use of Appropriate Pedagogy (Pre-school Teacher)		
Skill Description	The skill describes the ability to customise curricula and programmes, based on the curriculum frameworks currently used in Singapore, to meet learning goals and objectives and the needs of children. It involves applying current research and key trends in teaching and learning theories and approaches. It also includes reflecting and reviewing, with colleagues, the curricula and programmes to improve practices in engaging children meaningfully.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The relevant curriculum frameworks currently utilised in Singapore • The objectives of centre's curricula and programmes • Current research and key trends on teaching and learning theories and approaches as well as early childhood pedagogy • How curricula and programmes can engage children meaningfully and support children's holistic development • Process of customising curricula and programmes • Indicators of effective curricula and programmes • Learning styles and developmental needs of children in the classroom 		
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"> • Adapt curricula to meet learning goals and objectives and the needs of children in the classroom • Plan programmes with clear goals and objectives that are in line with the curriculum to engage children meaningfully • Review, with colleagues, the alignment of the childcare centre's curriculum to the curriculum frameworks currently utilised in Singapore 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	N/A		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on curricula and programmes to improve practices 		

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<i>work.</i>	
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Indicators of effective curricula and programmes may include, but are not limited to:</p> <ul style="list-style-type: none"> • 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 standards and appropriate assessments

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Skill Code	ECC-DCH-4016-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Implement Differentiated Teaching and Learning Strategies to Meet the Diverse Needs of Children (Pre-school Teacher)		
Skill Description	<p>The skill describes the ability to design and deliver lesson plans using differentiated teaching and learning strategies to meet the diverse needs of children. It includes developing a variety of teaching and learning methods and activities, and adapting and/or creating resources for teaching and learning. It also involves respecting and treating each child as a unique individual.</p> <p><i>The LSEd* will also adapt the curriculum 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"> • The diverse needs of children • Factors that contribute to each child's development • Ways to differentiate instruction • Differentiated teaching and learning strategies • Forms of support and resources needed to meet the diverse needs of children • Planning for effective, differentiated teaching and learning strategies • Strategies to refine differentiated teaching and learning strategies 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Develop a variety of teaching and learning methods and activities • Design and deliver lesson plans using differentiated teaching and learning strategies to meet the diverse needs of children • Refine differentiated teaching and learning strategies to suit the diverse needs of 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>	<p>The ability to:</p> <ul style="list-style-type: none"> • Adapt and/or create resources for teaching and learning, to meet the diverse needs of children 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Respect and treat each child as a unique individual 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on effectiveness of teaching and learning methods and activities 		

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<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>The diverse needs of children may include, but are not limited to:</p> <ul style="list-style-type: none"> • Learning abilities • Learning styles • Medical, behavioural, developmental, learning or mental health issues • Culture, language, religion and family background <p>Factors that contribute to each child's development may include, but are not limited to:</p> <ul style="list-style-type: none"> • Individual characteristics (e.g. temperament, personality) • Family (e.g. pertinent medical history, family background) • Community • Culture <p>Ways to differentiate instruction may include, but are not limited to:</p> <ul style="list-style-type: none"> • Content (what children learn) e.g. curriculum topics, concepts or themes • Process (how children learn) e.g. learning styles and preferences • Product (the end result of children's learning e.g. portfolios or performance-based assessment) • Learning environment (physical and psychological elements) e.g. flexible classroom layout, classroom management techniques <p>Differentiated teaching and learning strategies may include, but are not limited to:</p> <ul style="list-style-type: none"> • Offering appropriate intervention or extension activities • Offering choices to address children's interests and needs • Working independently, in small groups, or in large groups <p>Planning for effective and differentiated teaching and learning strategies may include, but is not limited to:</p> <ul style="list-style-type: none"> • Sound understanding of content or skills to be learnt • Determining children's prior knowledge • Choice of instructional methods and materials to address children's needs • Assessment of children's understanding of content or skills
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Skill Code	ECC-DCH-4017-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Inculcate the Core Values of Early Childhood Education Through Classroom Curriculum and Programmes (Pre-school Teacher)		
Skill Description	The skill describes the ability to integrate the core values of early childhood education into the planning and implementation of classroom curriculum and programmes. It also involves respecting and treating each child as a unique individual, and encouraging colleagues to inculcate the core values of early childhood education through classroom curriculum, programmes and interactions.		
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 classroom curriculum and programmes that inculcate the core values of early childhood 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"> • Integrate the core values of early childhood education into teaching and learning approaches. • Plan and implement classroom curriculum and programmes 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>	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"> • Encourage colleagues to inculcate the core values of early childhood education through classroom curriculum and programmes 		
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>	N/A		

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Skill Code	ECC-DCH-4018-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Learning Environment
Skill	Design Quality Learning Environments (Pre-school Teacher)		
Skill Description	The skill describes the ability to design safe and positive indoor and outdoor learning environments that support integrated learning, scaffold children's learning, develop self-efficacy and are engaging, stimulating and challenging for children. It also includes the development of appropriate resources and the evaluation of the effectiveness of the learning environments.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance of the learning environment • Features of a quality learning environment • Strategies to scaffold children's learning and build self-efficacy • The role of the learning environment to engage and motivate children in their learning • A range of developmentally appropriate materials and resources to create a stimulating and safe learning environment 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Create positive indoor and outdoor learning environments which build the child's confidence to face risks and challenges • Utilise a range of developmentally appropriate materials and resources, to create a stimulating and safe learning environment • Evaluate effectiveness of learning environment 		
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"> • Design a learning environment that supports integrated learning and encourages children to take responsibility for their learning • Design a learning environment that is engaging, stimulating and challenging for children 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Engage in conversations with colleagues, children and families to improve the learning environment 		
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		

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Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Features of a quality learning environment must include, but are not limited to: <ul style="list-style-type: none">• Responsiveness to children’s needs• Meaningful and creative enhancements to children’s learning• Provision of opportunities for critical thinking and engagement
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Skill Code	ECC-DCH-4019-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Interactions and Relationships
Skill	Enhance Trusting, Respectful Relationships with Children Through Positive Interactions with Them		
Skill Description	The skill describes the ability to enhance trusting, respectful relationships with children by using appropriate communication strategies, valuing each child as an individual, providing continuity of care, physical and emotional security and maintaining a nurturing emotional and interactional environment. It also includes nurturing respect in children for diversity, understanding how trusting and respectful relationships with children can be enhanced and its impact on children's 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"> • Features of trusting, respectful relationships with children • Features of positive interactions with children • The impact of trusting and respectful relationships on children's development. • Strategies to enhance trusting, respectful relationships through positive interactions 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"> • Value each child as an individual, through recognition of each child's unique personality, individual needs and temperament • Nurture respect in children for diversity in one another's culture, language, religion, and individuality • Build attachment relationships with children by providing continuity of care, and physical and emotional security in ways that enhance self-awareness, self-regulation, social awareness and confidence in children • Help children develop and show appreciation, empathy and respect for others • Maintain a nurturing emotional and interactional environment that ensures security for children • Use appropriate verbal and non-verbal communication 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</i>	N/A		

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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>	N/A
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Strategies to enhance trusting, respectful relationships through positive interactions with children must include, but are not limited to:</p> <ul style="list-style-type: none"> • Ensuring that children experience continuity in their relationships and experiences • Listening and responding to children with full attention • Providing children with a caring presence • Observing and knowing the needs of each child through attuned engagement and awareness

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Skill Code	ECC-DCH-4020-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Interactions and Relationships
Skill	Adapt Guidance Strategies for Children		
Skill Description	The skill describes the ability to adapt guidance strategies and the learning environment to nurture pro-social behaviours in children and assist them to solve problems and make decisions within an emotionally and psychologically safe environment. It also includes understanding factors that contribute to each child's development and ways to adapt and modify guidance strategies, based on observation and assessment of children's learning.		
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"> • Factors that contribute to each child's development • A range of guidance strategies and how they should be adopted • Strategies to modify and adapt guidance strategies, based on observation and assessment of children's 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>	The ability to: <ul style="list-style-type: none"> • Implement guidance strategies that nurture pro-social behaviours and assist children to solve problems and make decisions • Provide an emotionally and psychologically safe environment, in which children can learn and practise appropriate behaviours • Utilise observations and assessments to modify and adapt guidance strategies • Adapt the learning environment and curriculum to encourage positive behaviours • Monitor the results of guidance strategies and adapt the plans for each child 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> • Build collaborative partnerships with families and relevant professionals to ensure continuity of care and support 		
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 own effectiveness in identifying and applying the appropriate positive guidance techniques to support children's emotional development 		

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	<ul style="list-style-type: none"> • Consult peers, supervisors and/or mentors on adapting guidance strategies for children who require learning support
<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>Factors that contribute to each child’s development may include, but are not limited to:</p> <ul style="list-style-type: none"> • Individual characteristics (e.g. temperament, personality) • Family (e.g. pertinent medical history, family background) • Community • Culture <p>Guidance strategies may include, but are not limited to:</p> <ul style="list-style-type: none"> • Adapting the environment, programme/curriculum and instruction to cater to the needs of children, including those who require learning support • Alerting children to changes in activities or routines in advance, where possible • Helping children understand unexpected events • Planning and scheduling activities to facilitate the transition from one activity to another • Providing sufficient quantities of materials and equipment for the number of children in a group • Recognising rising tension and promptly redirecting the child, group, or activity • Motivating children to persevere when faced with challenges

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Skill Code	ECC-DCH-4021-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Health, Safety and Nutrition
Skill	Implement Appropriate Course of Action for the Protection of Children (Pre-school Teacher)		
Skill Description	This skill describes the ability to recognise emotional distress, abuse or neglect of children, and seek professional guidance and advice where needed. It includes obtaining feedback from colleagues and reflecting on own effectiveness in identifying and applying the appropriate positive guidance techniques to support children’s emotional development. It also involves working with external agencies, specialists and other stakeholders to protect and support children experiencing emotional stress, abuse or neglect.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Signs and symptoms of emotional stress, abuse or neglect in children • The concept of protection of children • Different ways in which children can be harmed • Child protection procedures • Practices and situations which violate the safety and well-being of children • Strategies to implement appropriate courses of action for the protection of 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"> • Recognise emotional stress, abuse or neglect in children and seek professional guidance and advice, where needed • Identify and report suspected emotional distress, abuse and neglect of children, in accordance with the centre’s standard operating procedures 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work with external agencies, specialists and other stakeholders to protect and support children experiencing emotional stress, abuse or neglect 		
Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on own effectiveness in identifying and applying the appropriate positive guidance techniques to support children’s emotional development 		

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<i>work.</i>	<ul style="list-style-type: none"> • Obtain feedback from colleagues to improve one’s skill in applying positive guidance techniques
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Child protection procedures must include, but are not limited to:</p> <ul style="list-style-type: none"> • Actions to take in response to the abuse of a child within the centre • Procedures for recording and reporting

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Skill Code	ECC-DCH-4022-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Health, Safety and Nutrition
Skill	Adhere to Health, Safety, Nutritional and Hygiene Standards and Procedures (Pre-school Teacher)		
Skill Description	This skill describes the ability to adhere to the health, safety, nutritional and hygiene standards required in a pre-school. It includes knowledge of the rationale and importance of how these standards affect the well-being of the children. It also includes understanding the importance of good hygiene practices, and the impact of a nutritionally balanced diet on the development of 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"> • Rationale for ensuring health, safety, nutritional and hygiene standards • Rationale for procedures to handle illnesses, accidents and emergencies • Basic first aid for infants and young children • Signs and symptoms of basic ailments in children • Signs and symptoms of basic food allergies • Practices of safe food handling and general sanitation • Physical indications of poor nutrition • Dietary options pertaining to different cultures • Basic nutritional needs of children and the impact on their development • The relationship between a nutritionally balanced diet and children's physical and intellectual development • Reporting procedures in accordance to organisational requirements 		
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 a safe and healthy physical environment for children by adhering to regulations regarding basic health, hygiene, and safety • Ensure adherence to procedures for illnesses, accidents and emergencies • Respond appropriately to accidents and emergencies, while assuring the comfort and care of other children • Ensure quality and timely care-giving to meet the needs of each child, based on hygiene standards • Recognise the physical indications of poor nutrition 		
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"> • Use innovative ways to teach precautions and rules to children, and enforce safety rules consistently 		
Social Intelligence	The ability to:		

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<p>and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<ul style="list-style-type: none"> • Communicate with families on the importance of a healthy lifestyle for children
<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>N/A</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>Health, safety, nutritional and hygiene standards must include, but are not limited to:</p> <ul style="list-style-type: none"> • Workplace Safety and Health Act • Child Care Centres Act • ECDA Assessment of Licensing Standards in Child Care Centres • ECDA Guidelines for Centre-Based Infant/Toddler Care Services • Child Protection Act

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Skill Code	ECC-CFC-4003-1.1	Skill Category	Collaborating with Families and Community
		Sub-Skill Category <i>(where applicable)</i>	Family and Community Partnerships
Skill	Strengthen Home-Centre Partnerships		
Skill Description	This skill describes the ability to strengthen home-centre partnerships through creating opportunities to communicate with families on the childcare centre's beliefs, curriculum and children's well-being. It includes involving families in complementing the centre's efforts and in decision-making about their children's learning and well-being. It also includes offering assistance to families in need of help by referring them to the relevant services.		
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"> • The value of strengthening home-centre partnerships • Strategies to strengthen home-centre partnerships • The need for cultural sensitivity when interacting with families • Distinction and clarity of roles between centre and families 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: <ul style="list-style-type: none"> • Build a shared and sustained partnership between the centre and families to ensure that children's growth and developmental needs are addressed • Create opportunities to communicate with families regarding the centre's beliefs, curriculum, and their roles in complementing the centre's efforts • Create opportunities to communicate with families regarding their children • Involve families in decision-making about their child's learning and well-being • Plan and conduct activities for family support and participation • Offer assistance to families in need of help by providing information and referring them to the relevant services 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	The ability to: <ul style="list-style-type: none"> • Offer suggestions and resources to families to support children's learning at home 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> • Demonstrate effective interpersonal skills in communication with families 		

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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>N/A</p>
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Strategies to strengthen home-centre partnerships must include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Engaging family members to better understand the child • Encouraging families to contribute to programme and curriculum • Providing regular updates to families on children's progress and development • Clarifying roles and responsibilities of teachers and families

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Skill Code	ECC-CFC-4004-1.1	Skill Category	Collaborating with Families and Community
		Sub-Skill Category <i>(where applicable)</i>	Family and Community Partnerships
Skill	Co-lead¹ Collaborative Classroom Projects with Community Stakeholders (Pre-school Teacher)		
Skill Description	<p>This skill describes the ability to co-lead collaborative classroom projects, under the guidance of a senior colleague. It includes developing long-term partnerships with community stakeholders, involving them in the childcare centre's programmes and activities, and evaluating the effectiveness of such projects to support children and families. It also includes staying informed about current research on home-centre-community partnerships, sharing information with colleagues and families, and co-facilitating exchange of professional ideas with colleagues and community stakeholders.</p> <p><i>The LSEd* will also collaborate 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"> • Community stakeholders and available resources that can benefit children and families • Strategies for leading the development of effective long-term partnerships and collaborations with community stakeholders • Strategies to lead teams in planning collaborative classroom projects with community stakeholders • Effective communication strategies 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Co-lead in developing effective long-term partnerships and collaborations with community stakeholders • Co-lead in planning collaborative projects with community stakeholders • Co-lead in creating opportunities for stakeholders' involvement in the centre's programmes and activities • Co-evaluate the effectiveness of collaborative projects in supporting the children and families • Co-evaluate the home-centre-community partnership platforms and models in the centre and the wider community 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work cooperatively and communicate effectively with colleagues, children, families and community stakeholders 		

¹ The Pre-school Teacher would co-lead or co-evaluate with the Senior Pre-school Teacher, Lead Teacher and/or Centre Leader.

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<p><i>use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<ul style="list-style-type: none"> • Demonstrate respect for colleagues, families and community stakeholders and their contribution to the intended outcomes of the collaborative projects • Demonstrate positive work and professional attitudes when working with various stakeholders on collaborative projects
<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"> • Stay informed about current research and literature on home-centre-community partnerships • Share pertinent information, knowledge, resources and ideas with colleagues, families and others to support children and families • Co-facilitate exchange of professional ideas for discussion amongst colleagues and community stakeholders
<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>Effective communication strategies may include, but are not limited to:</p> <ul style="list-style-type: none"> • Listening • Facilitating • Questioning • Negotiating <p>Planning collaborative projects with community stakeholders must include, but is not limited to:</p> <ul style="list-style-type: none"> • Identifying and engaging relevant stakeholders • Facilitating the alignment of expectations • Co-developing project work plans • Monitoring and reviewing project progress

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

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Skill Code	ECC-BPC-4004-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	Professional Mastery
Skill	Guide Colleagues to Engage in Continuous Learning and Reflective Practice (Pre-school Teacher)		
Skill Description	This skill describes the ability to guide and provide support to colleagues in continuous learning and reflective practice, enabling them to engage in open and honest discussion on professional development and teaching practices. It also includes reflecting on one's practice to guide colleagues, and establishing, maintaining, and refining collaborative and productive workplace relationships.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance of engaging in continuous learning and reflective practice • Challenges faced by beginning pre-school teachers and how to share relevant knowledge and experience • Communication skills needed in providing guidance to beginning pre-school teachers and peers 		
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"> • Reflect on teaching practices with colleagues • Facilitate professional exchange and discussions with colleagues on their learning needs and professional development plans • Provide support to colleagues in thinking about their teaching practices and their personal philosophy of Early Childhood Care and 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"> • Initiate and engage pre-school teachers in inquiry-based learning within the centre • Collaborate with pre-school teachers in joint projects 		
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 input and ideas from colleagues • Encourage open and honest communication with colleagues • Share personal experiences to provide instructional support to pre-school teachers • Establish, maintain and refine collaborative and productive workplace relationships 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Initiate regular and dedicated time for discussions, where beginning pre-school teachers can discuss issues faced and strategies to overcome them • Reflect on own efforts in supporting colleagues to engage in continuous learning and reflective practice, and how to be more effective in helping and supporting others 		

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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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Remarks:

This Skills Standard should be referenced together with:

- **BM-SPI-303E-1** Measure and Plan Own Performance and Behaviour

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Skill Code	BM-SPI-303E-1	Skill Category	Planning and Implementation
		Skill Sub-Category <i>(where applicable)</i>	
Skill	Measure and Plan Own Performance and Behaviour		
Skill Description	This skill describes the ability to evaluate and plan own performance and behaviour to support organisational strategies and objectives. It includes identifying own roles, responsibilities and key performance indicators, evaluating own performance and establishing actions for improvement.		
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"> • Roles and responsibilities within the team and organisation • Own key performance indicators • Organisational key performance indicators 		
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"> • Identify own roles and responsibilities to support organisational strategies and objectives • Identify and understand own key performance indicators to support organisational key performance indicators 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	The ability to: <ul style="list-style-type: none"> • Augment own performance to ensure alignment to organisational objectives to improve organisational business processes 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> • Exercise self-awareness and self-management strategies when measuring and planning own performance and behaviour to improve own professional practice 		
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"> • Evaluate own behaviours to identify areas for improvement based on own and organisational key performance indicators • Determine and establish actions to improve own performance to support organisational strategies and objectives 		
Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A		

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Skill Code	ECC-BPC-4005-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	Professional Mastery
Skill	Contribute to Fostering a Culture of Continuous Learning (Pre-school Teacher)		
Skill Description	This skill describes the ability to contribute to the fostering of a continuous learning culture by ascertaining one's strengths and areas of improvement in teaching practice through learning needs analysis. It includes developing one's professional development plans, acquiring and maintaining professional knowledge and skills, and evaluating one's progress and reassessing own learning needs critically.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance of professional development to self and others for career development, and for the learning of the children • The importance of a culture that supports continuous learning • Features of a continuous learning culture • The distinct stages of learning needs analysis • Strategies to evaluate own professional development plan critically 		
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"> • Conduct learning needs analysis for self to improve care and teaching practice • Work with mentor and/or Centre Leader to design own professional development plan for deepening, and acquiring additional, knowledge and skills • Acquire and maintain professional knowledge and skills, based on professional development plan • Evaluate progress and reassess own learning needs critically, based on professional development plan 		
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"> • Share information and knowledge obtained from participation in formal professional development activities with colleagues 		

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<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Features of a culture of continuous learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • A community of educators continuously and collectively seeking to improve teaching practice through acquisition and application of new knowledge and skills to achieve the goals of the centre • An environment where: <ul style="list-style-type: none"> • Educators feel safe asking questions regarding current centre practices for the purpose of improvement • Pro-active learning occurs, through formal and informal means • Teachers are part of learning communities <p>The four distinct stages of learning needs analysis must include:</p> <ul style="list-style-type: none"> • <u>Identify</u> learning needs and propose a professional development plan • <u>Discuss</u> the professional development plan with supervisor • <u>Implement</u> professional development plan • <u>Evaluate</u> progress
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Skill Code	ECC-BPC-4006-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	Professional Values and Ethics
Skill	Articulate What Constitutes Ethical Behaviour and Professionalism When Interacting with Families, Colleagues and the Community (Pre-school Teacher)		
Skill Description	This skill describes the ability to display professionalism, ethical conduct, and establish and maintain mutual respect and confidentiality with families, children, colleagues and the community. It also includes establishing professional boundaries, assisting in advocating the values of early childhood education in the wider community, and guiding colleagues on ethical conduct, integrity, and the core values as espoused in the AECES Code of Ethics.		
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"> Ethical standards, as outlined by various national and international documents The core values central to the AECES Code of Ethics Expectations for ethical conduct and professional integrity in early childhood settings Foundations of professional responsibilities and obligations within the ECCE sector 		
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"> Establish professional boundaries in building relationships with children, families and the community Display professionalism in communication with, and attitudes towards, families, colleagues and stakeholders 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> Assist in advocating the value of early childhood education and promoting learning in the wider community 		
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"> Guide colleagues on ethical conduct, professional integrity, and the core values of the AECES Code of Ethics Establish and maintain mutual respect, confidentiality and privacy with families, children, colleagues and the community 		
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		

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<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Foundations of professional responsibilities may include, but are not limited to:</p> <ul style="list-style-type: none">• Reinforcing ethical behaviour• Exercising professional discretion and judgment in handling potentially challenging/unethical behaviour• Supporting and complying with regulation and licensing standards
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Skill Code	ECC-BOC-4003-1.1	Skill Category	Building Organisational Capacity
		Sub-Skill Category <i>(where applicable)</i>	Teamwork and Collaboration
Skill	Contribute to Fostering a Culture of Collaboration (Pre-school Teacher)		
Skill Description	This skill describes the ability to contribute to the fostering of a collaborative culture with colleagues by co-developing structures and activities that support teamwork, and initiating projects with colleagues to support children’s learning. It also includes planning for lessons and projects cooperatively in a team, and sharing knowledge and resources with colleagues through open communications, and refining collaborative and productive workplace relationships by respecting and welcoming diverse inputs.		
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 value of a culture of collaboration • Characteristics of a collaborative culture • Structures and activities that facilitate collaborations among colleagues • Different types of conflict resolution strategies 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Develop² structures and activities that support collaborations among colleagues • Initiate projects with colleagues to support children’s learning • Plan for lessons and projects cooperatively with colleagues in teams • Share knowledge and resources with colleagues 		
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 input and ideas from colleagues • Encourage open and honest communication with colleagues • Establish, maintain and refine collaborative and productive workplace relationships • Resolve conflicts among colleagues using appropriate conflict resolution strategies, approaches and techniques 		
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"> • Identify, reflect on and incorporate the contributions of colleagues 		

² The Pre-school Teacher would co-develop with the Senior Pre-school Teacher, Lead Teacher and/or Centre Leader.

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<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 value of a culture of collaboration may include, but are not limited to:</p> <ul style="list-style-type: none"> • Shared ownership • Commitment to implementation-of-change efforts • Robust solutions to problems <p>Characteristics of a collaborative culture may include, but are not limited to:</p> <ul style="list-style-type: none"> • Regular opportunities for continuous improvement • More team teaching and shared decision-making • Sharing resources and supplies • Planning cooperatively in teams • Increased confidence in and commitment to improvement of practice <p>Structures and activities that support collaboration among colleagues may include, but are not limited to:</p> <ul style="list-style-type: none"> • Team teaching • Peer observation • Collaborative decision-making and planning of staff development activities
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Skill Code	ECC-BOC-4004-1.1	Skill Category	Building Organisational Capacity
		Sub-Skill Category <i>(where applicable)</i>	Visioning and Planning
Skill	Uphold the Vision, Mission and Values of the Centre (Pre-school Teacher)		
Skill Description	This skill describes the ability to uphold and support the childcare centre's vision, mission, and values (VMV) through understanding the rationale, and how one can contribute by aligning curriculum and programmes to the VMV and modelling values at work. It also includes participating in reviews of the centre's vision, mission and values.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The rationale behind centre's vision, mission, values and long-term directions • Ways to contribute to realising the centre's vision, mission and 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"> • Align curriculum and programmes to the centre's vision, mission and values • Participate in discussions during periodic reviews of the centre's vision, mission and values • Contribute to the development of programmes and plans to achieve the centre's vision, mission and values 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Uphold the centre's vision, mission and values by modelling professional values and ethics 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	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>	N/A		

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Version Control

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

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION

SKILLS STANDARDS FOR PRE-SCHOOL TEACHER

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.