

FREQUENTLY ASKED QUESTIONS

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION

1. What is the Skills Framework?

The Skills Framework is a SkillsFuture initiative developed for the Singapore workforce to promote skills mastery and lifelong learning.

Developed by the government together with the employers, unions, industry associations and professional bodies, the Skills Framework provides useful information on:

- Sector and employment opportunities
- Career pathways
- Occupations and job roles
- Required existing and emerging skills
- Training programmes for skills upgrading and mastery

2. What is the Skills Framework for Early Childhood Care and Education (“SF for ECCE”)?

The SF for ECCE is an integral part of the Early Childhood Manpower Plan (ECMP). The ECMP sets out the manpower and skills development strategy for the ECCE sector. It also includes various thrusts aimed at supporting job re-design and enhancing HR practices and working conditions for talent attraction and retention.

The SF for ECCE supports the ECMP by identifying emerging skills for job roles as well as articulating a skills-based career development and skills upgrading. It is the second Skills Framework to be launched and was developed by ECDA and WDA in collaboration with the educators, employers, education and training institutions (which include UniSIM, the five Polytechnics and the Institute of Technical Education), union and associations of the ECCE sector.

It provides up-to-date information about the ECCE sector and employment landscape, its career pathways comprising the Educarer, Teacher and Leader tracks, its 13 occupations, 210 existing and emerging skills and competencies, as well as relevant education and training programmes.

3. How will the SF for ECCE benefit the EC sector?

The SF for ECCE will guide job seekers, educators and operators/centre leaders to plan skills and competency-based career development, by referencing

information on the ECCE sector and manpower landscape, occupations and skills, programmes and initiatives available within the framework.

Aspiring and existing educators can use the SF for ECCE to make informed choices about career development and skills upgrading. They can assess their career interests and pathways to embark on, prepare for the desired EC occupations, identify relevant programmes to acquire new skills, to upgrade existing ones or develop expertise. As educators acquire deeper level of competencies aligned to their desired occupations over time, the overall quality of the EC sector will be enhanced.

Operators and centre leaders can reference the SF for ECCE to strengthen HR practices and provide more career development opportunities for educators, thus attracting, developing and retaining good quality educators. They can use it to identify relevant skills and competencies required for their educators, and design/optimize job roles and organisation structure needed to support business needs.

On the training front, the SF for ECCE will help training providers improve their ECCE training programmes in meeting industry's needs by strengthening their alignment to the skills and competencies identified in the SF. They will be able to develop relevant programmes, such as bite-size modularised courses, which could facilitate the recognition of prior learning and offer flexible mode of skills upgrading. They will also be able to readily identify the new and emerging skills, both occupational and essential, for which appropriate training could be provided to educators.

4. How does ECDA intend to implement the Skills Framework?

ECDA will work closely with the following key stakeholders to implement the Skills Framework:

- For In-service EC Educators: ECDA will develop Professional Development resources to help educators plan and take ownership of their learning and career development, aligned to the ECCE career pathways and skills and competencies within the Skills Framework.
- For Centre Leaders, HR Practitioners and HQ Staff: ECDA and WDA have organised workshops to guide centre leaders, HR practitioners and HQ staff to use the Skills Framework to enhance HR capabilities and PD practices.
- For Education and Training Providers: ECDA and WDA have conducted a briefing for Approved Training Organisations (ATOs) accredited under the Singapore Workforce Skills Qualification (WSQ) system to align their

courses with the SF for ECCE. Support will be provided to education and training providers that wish to continue running their ECCE WSQ qualifications and ECDA-endorsed modular courses. ECDA and WDA will also be working with the local universities and Polytechnics to align their ECCE programmes to the SF for ECCE.

5. Why are Para-Educators/Para-Educators and Assistant Teachers not included in the pathways?

The ECCE career pathways show possible development routes for ECDA-registered educators who have the required certificate or diploma-level qualification. All occupations within the pathways have clear and specific skills defined to ensure that all educators possess the relevant knowledge and skills to work with young children and progress in the sector.

Para-Educators/Para-Educators and Assistant Teachers are encouraged to go for skills upgrading to enable them to become ECDA-registered educators. They may explore relevant manpower initiatives which ECDA offers to support educators in every stage of their careers.

6. Is it mandatory for centres and organisations to adopt the Skills Framework?

Operators play a key role in the development and growth of their staff. ECDA and WDA would strongly encourage centres/organisations to adopt the SF for ECCE, within the contexts of their own organisation and to suit their organisational needs.

Alternate Entry Pathways to Early Childhood Training

7. How would EC educators benefit from the alternate upgrading pathways?

In-service educators who have demonstrated that they have the passion and relevant competencies will have the opportunity to realise their professional and career aspirations in the early childhood sector. They will now have the opportunity to embark on training courses to upgrade and develop themselves professionally, even if they have not attained certain academic qualifications.

8. How would employers benefit from the alternate upgrading pathways?

The alternate pathways will help employers in the retention and development of their early childhood staff. Well-trained educators will also allow employers to strengthen the quality of their programmes to better meet the needs of parents and children.

9. How will the alternate course entry pathways ensure that the quality of EC educators is upheld?

The alternate pathways will still have certain requirements for course entry, although it will recognise a broader set of criteria for course entry, such as competencies acquired from prior learning and work experience and good job performance. For instance, trainees may be required to go through interviews to demonstrate effective oral and written communication skills, obtain a strong recommendation from their centre and pass pre-requisite modules.

10. What are the available courses for enrolment via the alternate entry pathways?

The following Early Childhood teacher training programmes are open for enrolment via alternative entry pathways:

- WSQ Advanced Certificate in Early Years (ACEY)
- WSQ Advanced Certificate in Early Childhood Care and Education (ACECCE)
- CET Diploma in Early Childhood Care and Education (DECCE-T)

The alternate course entry pathways will be piloted at SEED Institute and KLC International Institute from Apr 2017. Trainees may enquire directly at SEED Institute or KLC International Institute.

11. What are the requirements for educators to embark on the EC training programmes via the alternate pathways?

For entry into the EC training programmes via the alternate pathways, candidates must be in-service teachers with relevant working experience and undergo an interview selection process. Selected candidates will also be required to pass pre-requisite modules before being granted full admission into the training programme. More details will be released at a later date.

Professional Conversion Programme and Place-and-Train Programme for EC Teacher Training Courses

12. What are the new Professional Conversion Programme (PCP) and Place-and-Train Programme for EC teacher training courses?

The Professional Conversion Programme (PCP) WSQ Professional Diploma in Early Childhood Care and Education (WSQ PDECCE), and Place-and-Train WSQ Advanced Certificate in Early Childhood Care and Education (WSQ ACECCE) programmes will be offered from 1 Oct 2016 onwards.

These programmes will allow a trainee to be employed by an ECDA-licensed child care centre or ECDA-registered kindergarten while undergoing training to take on the knowledge and competencies required for their new job role.

The Place-and-Train and PCP programmes are open to all employer-sponsored applicants who are Singapore Citizens or Singapore Permanent Residents and newly-hired (no more than 6 months prior to programme commencement) by ECDA-licensed child care centres or ECDA-registered kindergartens. Applicants must also fulfil the minimum course entry requirements.

13. When do the new Professional Conversion Programme (PCP) and Place-and-Train programme commence, and where will they be offered?

Training Agency	SEED Institute	KLC International Institute
Programme*	WSQ PDECCE (EL) – for English Language Teachers	WSQ PDECCE (CL) – for Chinese Language Teachers
Minimum Course Entry Requirements	5 GCE 'O' level credits in different subjects including English	5 GCE 'O' level credits in different subjects including Mother Tongue
Commencement Date	21 Nov 2016	28 Nov 2016
Registration Deadline	1 Nov 2016	14 Nov 2016

**WSQ ACECCE programme will be available in Q3 2017.*

[33 employers have committed to adopting the PCP and Place-and-Train programmes to recruit and train new EC educators.]