



Skills Framework for Early Childhood

A Guide to Occupations and Skills

An initiative of

SKILLSfuture

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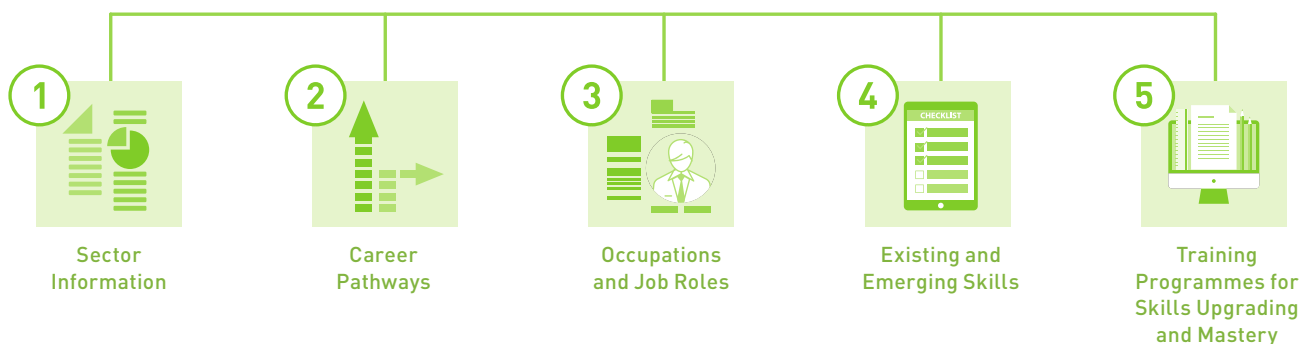
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About the Skills Framework

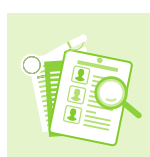
The Skills Framework is a SkillsFuture initiative developed for the Singapore workforce to promote skills mastery and lifelong learning. Developed by SkillsFuture Singapore (SSG), Early Childhood Development Agency (ECDA) and Workforce Singapore (WSG), together with employers, industry associations, educators and training providers, the Skills Framework for Early Childhood provides useful information on:

Components of Skills Framework



With the Skills Framework, individuals are equipped to make informed decisions about career choices, as well as take responsibility for skills upgrading and career planning.

Using Skills Framework



Assess Career Interests

- Understand career pathways
- Recognise personal attributes required



Prepare for Desired Jobs

- Understand skills and competencies required



Find Avenues to Close Skills Gap

- Identify relevant training programmes to equip oneself with the required skills and competencies
- Participate in on-the-job training opportunities provided by companies



Renew, Upgrade and Deepen Skills

- Plan for career development/transition
- Recognise skills and competencies required for the intended job role
- Identify training programmes to upgrade and deepen skills

A note from the Early Childhood Development Agency (ECDA)



With rising need for preschool services among dual-income families and growing awareness of the importance of early childhood development, demand for preschool services is increasing. The EC sector is thus an expanding sector, providing growth and job opportunities for those with an interest to work in the sector.

The Government has taken decisive steps since 2012 to enhance the accessibility, affordability, and quality of the Early Childhood sector, to better support parenthood aspirations of young families, and to provide a good start for every child regardless of their background. The ECDA was established in 2013 as the regulator and developer of the sector. Since then, the number of full-day preschool places in the sector has doubled, from around 90,000 in 2012 to around 200,000 places as of end-2021. By around 2025, 80% of pre-schoolers would have a place in a government-supported preschool, where fees are kept affordable.

As part of the Government's efforts to enhance inclusion and support for children with developmental needs within preschools, ECDA will work with service providers to support (i) the expansion of the DS-LS programme to more preschools, covering 60% of pre-schoolers aged 5 to 6 by around 2025; as well as (ii) the expansion of the DS-Plus programme that was recently introduced in Jul 2019.

Having a pool of skilled, committed, and passionate EC and EI professionals is key as the Government works towards increasing and improving EC provisions. As of end-2020, there are over 22,000 certified EC educators in preschools, as well as 130 Learning Support Educators and 400 EI Educators delivering Government-funded and EI programmes. The need for continual attraction and development of quality EC and EI manpower will grow.

The Skills Framework for Early Childhood is an initiative to inform prospective and in-service educators of the possible career opportunities and progression pathways the sector offers, and skills and competencies required for each job role so as to support educators' professional development plan.

Early Childhood Landscape

The Early Childhood (EC) sector comprises childcare centres and kindergartens, providing preschool programmes for children under the age of seven. These programmes are provided by a range of operators, which include MOE Kindergartens, Anchor Operators, Partner Operators, social service agencies, and commercial operators.

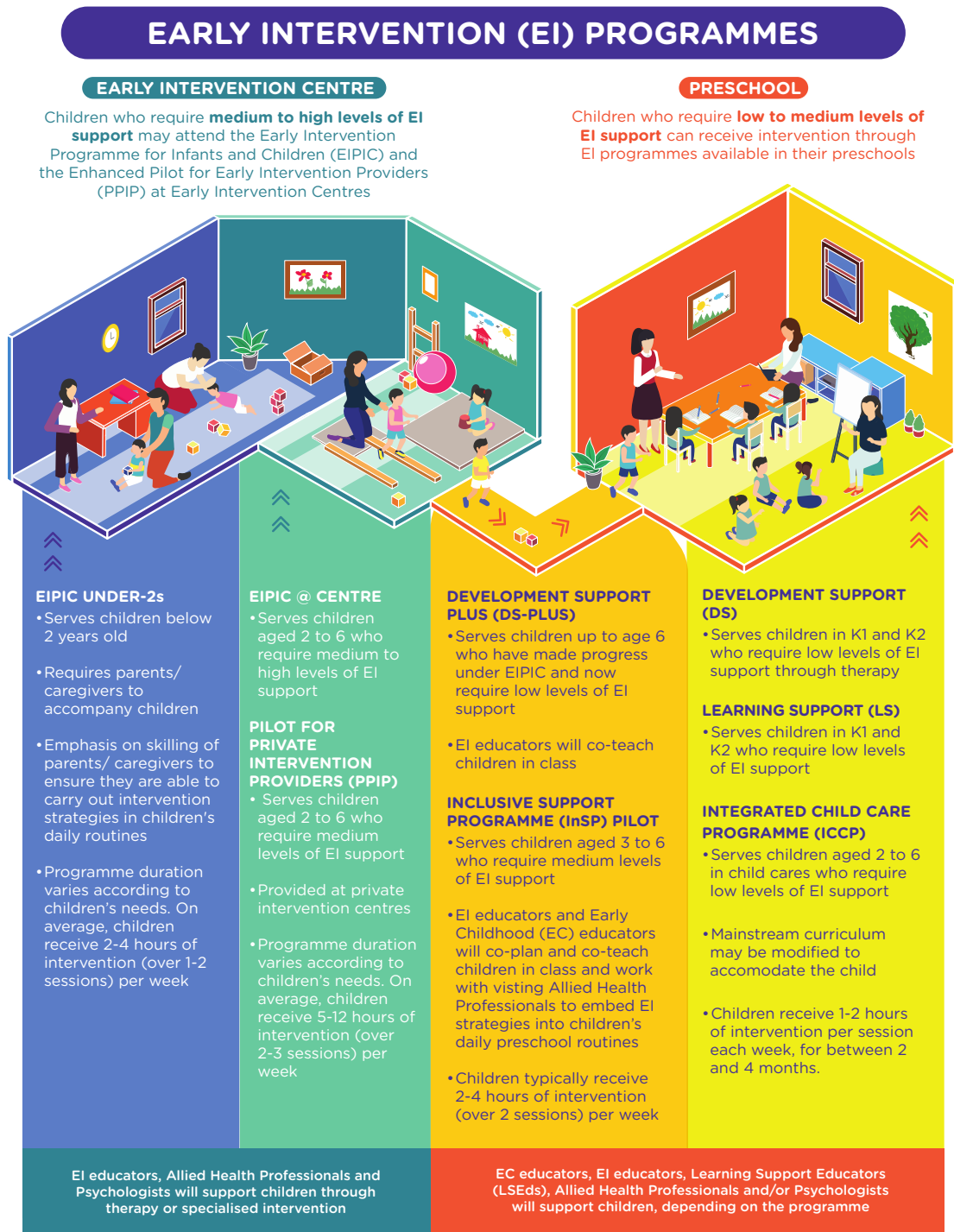


Childcare centres and kindergartens are supported by EC educators who possess EC qualifications and are certified by the ECDA to teach various child age groups. These include Infant Educators, Early Years Educators and Preschool Educators. There are also assistants and non-programme staff providing administrative and operational support in the centres.

Early Intervention Landscape

Today, children under the age of seven with developmental needs can receive support through a range of Early Intervention (EI) programmes depending on their needs.

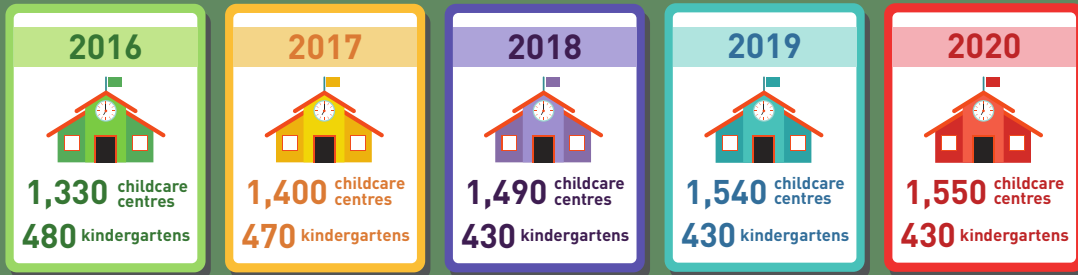
The DS-LS, DS-Plus and EIPIC programmes are funded by the Government today. Families may also tap on other privately-provided EI services to support their children's developmental needs.



These programmes are primarily supported by a team of professionals consisting of EI professionals and/or Allied Health Professionals (AHPs). EI professionals comprise LSEs, as well as EI educators, who possess relevant experience and/or qualifications as stipulated by ECDA.

Key Statistics

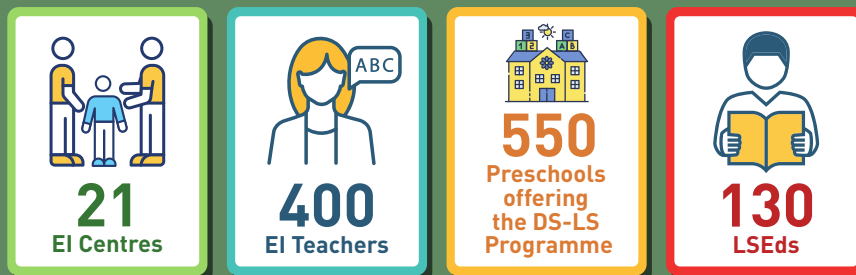
Growing number of preschool centres



Growing number of Early Childhood professionals



Provision of Early Intervention (EI) and number of EI Professionals delivering Government-Funded EI programmes (2020):



Emerging Trends and Skills in Demand

Five key trends impacting the EC sector are summarised below:



Increasing demand for quality preschool services

With more dual income families and working grandparents, many families have turned to preschool services to care for their children while parents and grandparents are at work. Parents look to preschools for not just caregiving services, but also quality preschool education. There is therefore an increasing need for preschool educators to strengthen their pedagogical skills and knowledge in children's holistic development.



Rising expectations for parent engagement

Parents are increasingly involved and interested in the development and daily activities of their children in preschool. They proactively seek information or research on children's development, and are keen to engage their children's teachers on their children's progress. They also desire for educators to provide regular and useful updates. This expectation is heightened by the availability of technology to facilitate more timely conversational exchanges. Preschool educators therefore need to strengthen their engagement and communication skills, build rapport and trust with parents, and establish themselves as professionals to effectively advocate for the children's holistic development.



Increasing recognition of importance of early years development

There is growing appreciation for, and research evidence on, the impact of early years experiences on a child's socio-emotional abilities and learning skills, which will in turn affect the child's success later in life. In particular, neuroscience points to the first 1,000 days of a child's life from conception as the most crucial window for development, as that is when the foundations of the brain architecture are built. At the same time, more parents are placing their children in preschools at earlier ages. Preschool educators need to ensure that they are kept abreast of the latest early childhood research and update their curriculum and pedagogical approaches to better serve younger preschoolers and help them lay strong foundations.

Emerging Trends and Skills in Demand



Increasing desire for inclusiveness in preschools

International studies have shown that enhancing support for children with diverse needs within inclusive preschool settings can benefit all children. As a society, it is important for individuals from diverse backgrounds and with diverse needs to interact and integrate together. Preschool educators need to be prepared to support a diverse group of learners as well as partner with other professionals such as the Learning Support Educators and EI Educators. Preschool educators will need to be intentional in developing inclusive early childhood programmes, to enable diversity and equity within centres and change mindsets of parents.



Increasing potential of and the need to harness technology to improve centre efficiency and learning outcomes

Technology is a key enabler to help centres achieve greater productivity and to help educators free up more time for engaging children (e.g. automate and digitalise processes, online teacher training). There is also potential to further tap on technology to enhance parent engagement and child's learning. This was especially salient during the COVID-19 Circuit Breaker period when preschools were closed and preschool educators had to seek creative ways to help children learn and foster home-school partnership. Moving forward, preschool operators and educators will need to increase their proficiency in the use of technology to improve operational efficiency and learning outcomes of children.

In view of these trends, new technical skills and competencies have been developed to articulate the unique skillsets educators need to be prepared to take on. These include:

- Reflective Practice for Educators
- Practitioner Inquiry
- Collaborative Practices with Stakeholders across Disciplines
- Staff Management
- Situation Management with Families and Community
- Resilience and Self-care
- Diversity and Inclusion
- EI Curriculum Design
- Child Screening and Assessment
- Learning Support Session Planning and Implementation
- Data and Information Management
- Financial Administration

Desired Attributes

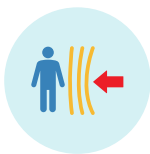
"I alone cannot change the world, but I can cast a stone across the waters to create many ripples."
– Mother Teresa

EC and EI Educators lay the foundation of the child's development and set him/her on the path of lifelong learning. Their work with the child does not just have a rippling effect in the child's growing up years, but also on the child's family and the community. What educators do today creates ripples for tomorrow.



Resilience
In a Team (collaborative)
Passion for Children
Professionalism
Love for Learning
Empathy

An EC Educator, Learning Support Educator or EI Educator should be or have the following attributes:



Resilience

An educator manages a variety of tasks and challenges, as well as new circumstances from time to time. He/She communicates with different parties to achieve the best possible outcome for every child. The demands of working with children of diverse needs and backgrounds as well as multiple stakeholders require an educator to be adaptable, flexible, and to possess mental and emotional strength.



In a Team (collaborative)

An educator actively contributes to the building of the preschool fraternity through collaboration with peers, and possesses good interpersonal skills to work well with various stakeholders.



Passion for Children

An educator must have a passion for teaching young children and believe that every child can learn. This enthusiasm and dedication builds upon the love of children, and desire to make a difference in each child's growth, development and well-being.



Professionalism

An educator is a competent professional who strives for excellence in his/her day-to-day work and displays strong integrity and accountability towards his/her duties. He/She is also grounded in sound pedagogical knowledge to engage children in purposeful learning, and promote their development and well-being.



Love for Learning

An educator pursues lifelong learning and engages in reflective practice. He/She also embodies curiosity and a sense of wonder, and actively improves his/her pedagogical practice through creativity and innovation.



Empathy

An educator embraces diversity, shows empathy and respect towards children and their families, various stakeholders, and the community. Through building positive relationships, he/she brings about positive outcomes in the holistic development of each child.

Take Your Career Further



Joining the EC sector (Pre-Service)

(For full-time EC students at local Institutes of Higher Learning)

Discretionary Admission (Full-Time Diploma and Higher NITEC Courses)

Up to 50% discretionary admission for full-time Diploma courses at polytechnics, which allows schools greater flexibility to select students based on strengths and aptitudes specific to the sector.

Enhanced Internships

Includes a grant to cover manpower costs, teaching and learning resources, and co-payment of monthly internship stipends. This will help to support preschools in delivering consistent and quality internship experiences through more structured learning outcomes and better mentoring for Polytechnic, ITE, as well as SUSS ECCE students.

ECDA Training Award

To support students who are passionate about working with children and who wish to pursue a career in the EC sector. Includes full-course sponsorship, learning resource grants, professional development grants, monthly study allowances, and networking opportunities with the EC fraternity. Students are to fulfil a year's bond to the EC sector for every year of support received, upon course completion.

Take Your Career Further



Joining the EC sector (Mid-Career)

(For back-to-work individuals or individuals actively looking for a career switch)

Career Trial

An initiative by WSG to encourage individuals and employers who are unsure about the job fit to go through a short-term trial of up to three months (capped at 480 hours for full-time and capped at 80 hours for part-time) before considering formal employment. Individuals receive training allowance and retention incentives upon completion of programme and staying on in the sector.

Career Conversion Programme for Infant and Early Years Educators

A 5- to 10-month conversion programme from WSG to equip mid-career individuals who aspire to become Infant and Early Years Educators with the necessary qualifications and skills. Course fee subsidy and salary support are available to eligible trainees. Trainees must be employed at a preschool centre before enrolling for the relevant EC courses.

Relief Staff Programme (RSP)

A 110-hour Singapore Workforce Skills Qualifications (WSQ) training programme to equip relief staff with skills to carry out routine care duties and non-structured activities at preschool. Course fee grants are available to eligible trainees.

Place-and-Train (PnT) Programme for Learning Support Educators and EI Educators

A 13- to 16-month programme by Ministry of Social and Family Development to equip individuals who aspire to become Learning Support Educators or EI Educators with the necessary qualifications and skills. Trainees must be employed in ECDA funded EI programmes to be eligible for the PnT programme.

Career Conversion Programme to be Preschool Educators

A 13- to 18-month conversion programme from WSG to equip mid-career individuals who aspire to become Preschool Educators with the necessary qualifications and skills. Course fee subsidy and salary support are available to eligible trainees. Trainees must be employed at a preschool centre before enrolling for the relevant EC courses. Training programme is also open to self-sponsored individuals who do not wish to be employed at a preschool centre before completion of the programme.




SkillsFuture Mid-Career Enhanced Subsidy

Singaporeans aged 40 and above can receive at least 90% subsidy on programmes funded by MOE, and up to 90% subsidy on certifiable skills-training courses supported by SkillsFuture Singapore.

SkillsFuture Credit

Learning credits for all Singaporeans aged 25 years and above to pay for course fees for the early childhood training programmes accredited by ECDA.

Legend:

-  Programmes that provide opportunities to try out the EC sector
-  Programmes that lead to certification as EC educators/EI professionals
-  SkillsFuture Initiatives

Take Your Career Further



Developing your Career in the EC sector (In-Service)

(For existing centre leaders, preschool educators, early years educators, and infant educators)

CPD Roadmap

The CPD Roadmap will complement the Skills Framework to guide EC and EI educators in their professional development. The Roadmap will provide clearer guidance on the training expected of EC and EI educators to enhance their skills and competencies as well as highlight focus areas that are of short-to-medium term priority to develop in the EC sector.

ECDA Scholarships

A full-course sponsorship for in-service educators to pursue a part-time Degree/Master programme in ECCE offered by autonomous universities. This is to support in-service educators who have demonstrated the requisite competency levels, strong leadership potential, and commitment to take on larger roles in their organisation or EC sector.

CPD Prospectus

Ongoing professional development plays an important role in enhancing the knowledge, skills and practices of an EC educator. The CPD Prospectus provides a list of all ECDA-endorsed CPD courses that EC educators can undergo as part of their training and development. All EC educators are encouraged to refer to the CPD Roadmap's guidance on recommended training and to complete at least 20 hours of CPD per year.

ECDA Fellows (for EC Professionals)

To recognise pinnacle leaders and provide them with opportunities for further development, and opportunities to work with ECDA to drive sector quality and professional growth of educators

Professional Development Programme (PDP)


A structured 3-year PDP (180 hours) to support the professional development of Early Years Educators, Preschool Educators, and Centre Leaders with the potential to take on larger job roles. For educators with at least 3 years of relevant teaching or leadership experience in the EC sector, and are nominated by current centre. There will be an annual cash award upon completion of the programme and service milestones.

Social Service Fellows (for EI Professionals)

To recognise leading social service professionals who have gone beyond their call of duty to improve professional capabilities and service quality in the social service sector, such as in the area of Early Intervention.

Legend:

 Continuing Professional Development (CPD) for EC and EI educators

 Appointment as Sectoral Leads

Take Your Career Further



SkillsFuture Initiatives

MySkillsFuture

MySkillsFuture is a one-stop portal where you can explore a wide range of SkillsFuture Credit-eligible courses, access resources and tools to identify in-demand skills to open up new career possibilities, as well as receive personalised course and content recommendations.

SkillsFuture Credit

Singaporeans aged 25 and above can upskill and reskill by using their SkillsFuture Credit for the wide range of courses on MySkillsFuture. Eligible Singaporeans would have received a one-off top-up of between \$500 to \$1,000 in Oct 2020, which will expire on 31 Dec 2025.

Realise Your Potential - Take the Next Step Forward

Now that you have some idea of what a career in the EC sector can offer, and the available government initiatives and schemes to support your career goals, you are ready to take the next step!

NEW ENTRANTS

Use the Skills Framework for Early Childhood to find out about careers in the sector



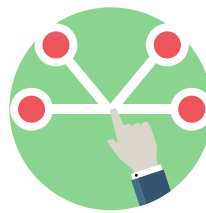
UNDERSTAND the career pathways and the attributes needed to take on a particular occupation in the sector



UNDERSTAND the skills and competencies required for the job role and identify relevant training programmes to help you become a qualified personnel

EXPERIENCED PROFESSIONALS

Use the Skills Framework for Early Childhood to find out how to chart your career



PLAN for vertical career progression within the track that you are currently in, or for lateral career moves across the tracks



IDENTIFY skills gaps that you are lacking in your current or next job role

IDENTIFY relevant training programmes

TRAINING PROGRAMMES

Embark on your career in EC

Programmes that equip new entrants with skills and knowledge for specific occupations in the sector at their respective entry levels

Programmes for experienced employees or individuals to broaden or deepen specific skills and knowledge for various occupations in the sector

Lifelong learning for skills deepening to meet existing and emerging demands of the sector

Early Childhood Career Pathways



Infant

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Educators overseeing the care and learning of infants, **from two to 18 months old**.



Early Years

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Educators overseeing the care and learning of toddlers and nursery-aged children, **from 18 months to four years old**.



Preschool

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Educators overseeing the care and learning of toddlers, nursery and kindergarten-aged children, **from 18 months to six years old**.



Learning Support

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Educators supporting children **from five to six years old**, who require low levels of early intervention support under the Development Support – Learning Support (DS-LS) programme.



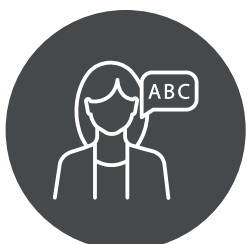
Early Intervention

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Educators providing intervention for children **under seven years old**, who require low to high levels of early intervention support.

Information on Other Roles in the Early Childhood sector:

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- Sectoral Leads
- Assistant Educators

Infant



JOB ROLES

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Infant Educator

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Senior Infant Educator

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Infant Educator

Annah Teoh Siew Eng
Ichiban Montessori Childcare Centre (KHC) Pte Ltd

FINDING FULFILMENT IN A MID-CAREER SWITCH

A baby's first words, and an infant's first independent steps are huge developmental milestones, and ones that parents are eager to be part of. New parents, in particular, who leave their children at childcare centres may worry about missing out on these moments.

That's where Infant Educators like Annah comes in. Although the job scope involves routine care and engaging infants in activities like singing, reading, and simple arts and crafts, she often goes above and beyond to help parents remain connected to their children while they are at work.

"When I see infants pulling themselves to stand for the first time, taking their first steps or speaking for the first time, I try to quickly capture these memorable moments on video to share with their parents," says Annah, who works at Ichiban Montessori Childcare Centre (KHC) Pte Ltd.

Since joining the sector back in 2010, Annah has noticed that parental expectations have begun to rise. Thankfully, emphasis on training in Early Childhood education has also increased in tandem and today, she believes "having a positive mindset and being willing to learn continuously to keep up with the trends" is crucial.

"If we want to provide the best possible experience for children under our care, we need to upskill regularly to improve our competencies," Annah reiterates, adding that

"There are a wide variety of training programmes available for us to upgrade and improve our ability to cope with day-to-day work."

"there are a wide variety of training programmes available for us to upgrade and improve our ability to cope with day-to-day work".

As a mid-career switcher, for example, Annah leveraged the SkillsFuture Mid-Career Enhanced Subsidy to pursue the WSQ Higher Certificate in Infant Care when she wanted to move from her role as a bridal gown designer.

This covered 90 per cent of her training fees, significantly reducing her financial burden while equipping her with the necessary skills, allowing her to transit smoothly.

The Skills Framework for Early Childhood also helps Annah chart her career path, by enabling her to understand the skills required for the job role. If she notices areas that she may be lacking in, she can also easily find training to close the gap, she says.

The fact that the Early Childhood sector is constantly evolving is what makes it interesting for Annah, and she looks forward to continuing to learn and grow, referring to the Skills Map to help her chart her path towards working with older children.

"A career in this industry is an important and fulfilling one," she shares, adding that she has no regrets making the switch, and looks forward to developing her career further in the future.

Beginning Infant Educator

JOB ROLE DESCRIPTION

The Beginning Infant Educator builds relationships with infants and toddlers and looks out for their developmental needs and milestones so as to be able to respond to their needs appropriately. He/She contributes to the creation of a secure environment for infants and toddlers through nurturing respectful, responsive and reciprocal relationships. He/She executes the required curricula and programmes, and creates a quality learning environment. To provide holistic care for infants and toddlers, the Beginning Infant Educator establishes relationships and partnerships with different stakeholders. He/She also engages in professional development and reflective practice, under the guidance of his/her leaders.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Implement routine caregiving approaches and learning materials aligned to the Early Years Development Framework • Create developmentally appropriate quality learning environments under the guidance of leaders • Document children's learning and development • Apply strategies to build respectful, responsive and reciprocal relationships with infants and toddlers • Apply the health, safety, nutritional and hygiene practices in accordance with standards and procedures • Implement developmentally appropriate activities in the infant care setting
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Build rapport with colleagues in accordance with the Centre's strategies and policies to foster positive workplace relations • Contribute to establishment of relationships with families to facilitate the continuity of care and learning between families and the Centre • Support the coordination of activities between home and the Centre • Support the collaboration with families and community stakeholders to enhance programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Collaborate with colleagues to execute outreach activities to promote the Centre's programmes and services • Collaborate with colleagues to execute collaborative projects with families and community stakeholders • Collaborate with colleagues to evaluate family and community initiatives and programmes for improvements
	Conduct routine caregiving	<ul style="list-style-type: none"> • Conduct caregiving assessment under the guidance of the Senior Infant Educator • Provide routine caregiving practices in accordance to standards and procedures • Provide inputs on areas for improvements for routine caregiving based on observations
	Uplift professional practice	<ul style="list-style-type: none"> • Demonstrate behaviour that is aligned with the Centre's vision, mission and values • Contribute to the development of appropriate teaching and caregiving methods based on emerging sector trends, technologies and tools • Identify areas for improvement to enhance work performance • Participate in professional development and service quality improvement activities • Provide inputs for potential new teaching and caregiving approaches based on observations

Beginning Infant Educator

TECHNICAL SKILLS AND COMPETENCIES		
Child Development Assessment	Level 3	Make adaptations to the learning environment and experiences based on information gathered about children's development through observation and documentation
Child Observation	Level 2	Carry out observation and documentation of children's learning and development
Child Safety and Protection	Level 2	Implement safety procedures and appropriate courses of action in accordance to Centre's standard operating procedures and sector's regulations to ensure the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 2	Implement developmentally appropriate child supervision strategies and guidance techniques
Collaborative Practices with Stakeholders across Disciplines	Level 2	Participate in collaborative practices to provide integrated caregiving and education for all children
Community Partnership	Level 2	Engage community stakeholders to develop collaborative projects
Data and Information Management	Level 3	Collect child personal and development related data and information in adherence to Centre's guidelines and Standard Operating Procedures (SOPs) on management of private and confidential information
Diversity and Inclusion	Level 1	Comply with the principles of diversity and inclusion in daily interactions and conduct of activities with children, under guidance
Early Childhood Curriculum Design	Level 3	Implement developmentally appropriate learning experiences and make adaptations to the learning environments to support children's interaction
Early Childhood Pedagogical Practice	Level 3	Implement developmentally appropriate pedagogical practices to engage children during daily learning experiences and activities
Early Childhood Programme Planning	Level 3	Implement developmentally appropriate programmes for children of different age groups and needs
Ethical Conduct and Professional Integrity	Level 1	Adhere to principles of ethical conduct, policies and procedures
Family and Caregiver Engagement	Level 1	Facilitate the involvement of families and caregivers in collaborative programmes
Health, Hygiene and Nutrition for Children	Level 2	Implement Centre's health, hygiene and nutritional standards and procedures
Interaction and Relationship	Level 3	Foster trusting and respectful relationships with children through positive interactions
Learning Environment Design	Level 2	Design quality indoor and outdoor learning environment according to children's developmental milestones to engage children purposefully
Practitioner Inquiry	Level 2	Support practitioner inquiry with guidance from colleagues
Reflective Practice for Educators	Level 2	Reflect on the impact of one's beliefs, values and actions to adapt practice accordingly, with guidance from colleagues
Resilience and Self-care	Level 2	Apply self-care and stress management techniques to enhance one's well-being
Responsive Caregiving Approaches	Level 2	Provide appropriate caregiving approaches to children
Situation Management with Families and Community	Level 2	Identify the key drivers for challenging situations

The information contained in this document serves as a guide.

Beginning Infant Educator

CRITICAL CORE SKILLS (TOP 5)			
Adaptability	Basic	Problem Solving	Basic
Collaboration	Basic	Self Management	Basic
Communication	Basic		

The information contained in this document serves as a guide.

Infant Educator

JOB ROLE DESCRIPTION

The Infant Educator is responsive to the needs of infants and toddlers. He/She creates a secure environment for infants and toddlers through nurturing respectful, responsive and reciprocal relationships with them. He/She also creates a quality learning environment through implementing developmentally appropriate curricula and programmes. He/She builds trusting and respectful relationships and partnerships with stakeholders by actively engaging the children’s family and community. As an Early Childhood educator, he/she engages in ongoing professional development and reflective practice, and contributes to fostering a culture of collaboration and collegiality with relevant stakeholders.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Develop routine caregiving approach, lesson experiences and learning materials aligned to the Early Years Development Framework • Create developmentally appropriate materials and resources to enhance quality learning environments • Document children’s learning and development • Implement strategies to build respectful, responsive and reciprocal relationships with infants and toddlers • Review health, safety, nutritional and hygiene practices in accordance with standards and procedures • Plan developmentally appropriate experiences in the infant care setting
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Establish relationships with families to facilitate the continuity of care and learning between home and the Centre • Coordinate activities with families and community stakeholders • Facilitate collaboration with families and community stakeholders to enhance programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Execute collaborative projects with families and community stakeholders • Evaluate family and community initiatives and programmes for improvements
	Conduct routine caregiving	<ul style="list-style-type: none"> • Conduct caregiving assessment • Provide routine caregiving practices in accordance to standards and procedures • Identify areas for improvements for routine caregiving
	Uplift professional practice	<ul style="list-style-type: none"> • Promote the Centre’s vision, mission and values • Implement appropriate teaching and caregiving methods based on emerging sector trends, technologies and tools • Identify areas for improvement to enhance work performance • Propose improvements to professional development and service quality improvement activities • Develop new teaching and caregiving approaches based on observations

The information contained in this document serves as a guide.

Infant Educator

TECHNICAL SKILLS AND COMPETENCIES		
Child Development Assessment	Level 3	Make adaptations to the learning environment and experiences based on information gathered about children's development through observation and documentation
Child Observation	Level 3	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 3	Ensure adherence to Centre's procedures for management of accidents, emergencies and suspected child abuse and neglect
Classroom Management and Guidance of Children's Behaviour	Level 3	Refine implementation of developmentally appropriate child supervision strategies and guidance techniques to meet children's diverse needs
Collaborative Practices with Stakeholders across Disciplines	Level 3	Identify stakeholders to participate and conduct collaborative practices with to provide integrated caregiving and education for all children
Community Partnership	Level 3	Foster collaborations with community stakeholders
Data and Information Management	Level 3	Collect child personal and development related data and information in adherence to Centre's guidelines and Standard Operating Procedures (SOPs) on management of private and confidential information
Diversity and Inclusion	Level 2	Apply principles of diversity and inclusion in interactions and implementation of activities for children
Early Childhood Curriculum Design	Level 4	Customise learning experiences according to children's developmental stages, needs and interests
Early Childhood Pedagogical Practice	Level 4	Plan customised and developmentally appropriate pedagogical practices according to diverse needs of children to facilitate meaningful daily learning experiences and activities
Early Childhood Programme Planning	Level 3	Implement developmentally appropriate programmes for children of different age groups and needs
Ethical Conduct and Professional Integrity	Level 2	Demonstrate principles of ethical conduct, policies and procedures and inclusive work practices in professional activities
Family and Caregiver Engagement	Level 2	Support families and caregivers in shaping the development of their children under supervision
Health, Hygiene and Nutrition for Children	Level 3	Adapt health, hygiene and nutritional approaches to meet the diverse needs of children
Interaction and Relationship	Level 3	Deepen relationships with children through positive interactions
Learning Environment Design	Level 3	Design quality indoor and outdoor learning environment according to children's developmental milestones to engage children purposefully
Practitioner Inquiry	Level 3	Participate in practitioner inquiry with guidance from colleagues
Reflective Practice for Educators	Level 3	Engage in a systematic reflection to critically evaluate one's beliefs, values and practices against child development theories and pedagogical knowledge to improve practice
Resilience and Self-care	Level 2	Apply self-care and stress management techniques to enhance one's well-being
Responsive Caregiving Approaches	Level 2	Provide appropriate caregiving approaches to children
Situation Management with Families and Community	Level 3	Apply effective stakeholder management strategies to facilitate the resolution of challenging situations

The information contained in this document serves as a guide.

Infant Educator

CRITICAL CORE SKILLS (TOP 5)			
Adaptability	Intermediate	Problem Solving	Intermediate
Collaboration	Intermediate	Self Management	Intermediate
Communication	Intermediate		

The information contained in this document serves as a guide.

Senior Infant Educator

JOB ROLE DESCRIPTION

The Senior Infant Educator plays an active role as a mentor to the Infant Educator team. He/She takes responsibility for coaching and leading the infant care team in the Centre. He/She plays an important role in the design and implementation of developmentally appropriate curricula and programmes for the day-to-day developmental and caregiving tasks for infants. He/She also leads the building of relationships and partnerships with stakeholders. He/She designs and implements family and community programmes, and contributes to the Centre's culture of continuous learning, collaboration and collegiality, in line with its vision, mission and goals.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Lead development and evaluation evaluate effectiveness of curricula, pedagogy and programmes aligned to the Early Years Development Framework • Establish and promote developmentally appropriate initiatives, practices and learning materials to improve quality learning environments • Review children's learning and development • Develop strategies to build respectful, responsive and reciprocal relationships with infants and toddlers • Lead implementation of appropriate health, safety, nutritional and hygiene standards and procedures • Lead the planning and implementation of developmentally appropriate experiences to support the holistic development of infants and toddlers
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Develop strategies to help juniors communicate and establish relationships with families of varying needs • Lead the coordination of activities with families and community stakeholders • Develop collaborative and sustainable efforts with families and community stakeholders to improve programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Develop outreach activities to promote the Centre programmes and services • Lead the implementation of collaborative efforts amongst families and community stakeholders • Review the overall plans for family and community initiatives and programmes for improvements
	Conduct routine caregiving	<ul style="list-style-type: none"> • Review results of caregiving assessment • Drive implementation of appropriate routine caregiving practices in accordance with standards and procedures • Review the overall plans for routine caregiving improvements
	Uplift professional practice	<ul style="list-style-type: none"> • Advocate the Centre's vision, mission and values to all staff • Develop new teaching and caregiving methods based on emerging sector trends, technologies and tools • Mentor colleagues on their work performance to improve daily practice • Lead in professional development and service quality improvement activities • Evaluate new teaching and caregiving based on observations

The information contained in this document serves as a guide.

Senior Infant Educator

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 3	Support innovation and change initiatives within the Centre and recognise the impact of change on stakeholders
Child Development Assessment	Level 4	Customise learning experiences and learning environment based on the information gathered on children's learning and development using different assessment methods
Child Observation	Level 3	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 3	Ensure adherence to Centre's procedures for management of accidents, emergencies and suspected child abuse and neglect
Classroom Management and Guidance of Children's Behaviour	Level 4	Evaluate the implementation of developmentally appropriate child supervision strategies and guidance techniques to ensure that they cater to children's diverse needs
Coaching and Mentoring for Educators	Level 2	Coach and mentor colleagues
Collaborative Practices with Stakeholders across Disciplines	Level 4	Supervise the team on collaborative practices to provide integrated caregiving and education for all children
Community Partnership	Level 4	Co-lead collaborative projects with community stakeholders
Data and Information Management	Level 4	Study and interpret child personal and development related data and information in compliance to Centre's guidelines and SOPs on management of private and confidential information
Diversity and Inclusion	Level 3	Mentor educators to apply principles of diversity and inclusion in the interactions and activities for children
Early Childhood Curriculum Design	Level 4	Customise learning experiences according to children's developmental stages, needs and interests
Early Childhood Pedagogical Practice	Level 4	Plan customised and developmentally appropriate pedagogical practices according to diverse needs of children to facilitate meaningful daily learning experiences and activities
Early Childhood Programme Planning	Level 4	Plan developmentally appropriate programmes for children of different age groups and needs
Ethical Conduct and Professional Integrity	Level 3	Ensure relevant ethical decision-making based on principles of professional ethics, conduct, policies and procedures and inclusive work practices
Family and Caregiver Engagement	Level 3	Engage families and caregivers through the Centre's collaborative programmes and activities to guide them in decision making for the child
Health, Hygiene and Nutrition for Children	Level 4	Review health, hygiene and nutritional standards and procedures for improvements
Interaction and Relationship	Level 4	Mentor staff to develop and enhance trusting and respectful relationships with children
Learning Environment Design	Level 4	Guide the design of learning environment to ensure a purposeful integration of learning approaches for children of different age groups and needs
Practitioner Inquiry	Level 4	Conduct inquiry projects through guiding colleagues to conduct inquiry on their practice based on identified topics
Reflective Practice for Educators	Level 4	Lead reflective practice efforts to bring about improvements in practice

The information contained in this document serves as a guide.

Senior Infant Educator

TECHNICAL SKILLS AND COMPETENCIES			
Resilience and Self-care	Level 3	Develop self-care plans to manage one's stress	
Responsive Caregiving Approaches	Level 3	Customise caregiving approaches to the specific needs of children	
Situation Management with Families and Community	Level 3	Apply effective stakeholder management strategies to facilitate the resolution of challenging situations	
Staff Communication and Engagement	Level 3	Implement staff communication plans and engagement initiatives	
Staff Continuous Learning	Level 3	Support staff in developing their skills by facilitating learning opportunities and coaching them	
CRITICAL CORE SKILLS (TOP 5)			
Collaboration	Advanced	Learning Agility	Intermediate
Communication	Advanced	Problem Solving	Advanced
Developing People	Intermediate		

The information contained in this document serves as a guide.

Early Years



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Early Years Educator

Agnes Ang
Little Footprints Preschool

A PASSION TO TEACH COMES WITH A PASSION TO LEARN

As an Early Years Educator, Agnes' primary role is to handle children between 18 months and four years old. Each day, she prepares lesson materials and takes the children through a range of activities that support their cognitive and physical development.

It has been over a decade since she first took on this role in 2010, but Agnes' passion burns as brightly as it did the first day she stepped foot into Little Footprints Preschool.

However, over the years she has found that to be a good Early Childhood educator, she needs more than just love for children — she also requires strong people management skills to communicate with parents, and an ability to adapt to the evolving landscape.

Noting the advances in technology, and the changing demands of parents and children, she shares, "It is important to upgrade our skills both through peer-learning and by taking on more courses".

Part of her training comes in the form of hands-on learning. Her colleagues, along with the principal of the centre, mentor her on the basics of managing parents and children, helping her put the theoretical knowledge gained from her Fundamentals Certificate in Early Childhood Care & Development and Certificate in Infant/Toddler Care & Development (With Exemption), into practice in the real world.

There are also official channels to grow, such as the Advanced Certificate in Early Childhood Care & Education (ACECCE) which she has completed to upgrade her skills.

"It is important to upgrade our skills both through peer-learning and by taking on more courses."

"Through the ACECCE programme, I learned more about classroom management and how to manage children's challenging behaviours. I also picked up the skills to carry out child observation and documentation on the children's development. These help me to design my daily lesson plans in the classrooms," Agnes recalls.

Agnes is also a nominee for the 180-hour Professional Development Programme for Educators [PDP(E)] in 2018. This programme has allowed her to take on an array of Continuing Professional Development courses funded by ECDA and SkillsFuture Singapore.

"This programme has supported my career by giving me more knowledge and skills that I can apply at work," Agnes says, adding that after completing the PDP(E) in 2020, she has taken courses on designing outdoor activities for toddlers, and those which emphasise the importance of mental well-being of Early Childhood educators like herself.

For Agnes, the learning journey is nowhere near complete. "I hope to be able to continue to upgrade with courses aligned to the Skills Framework for Early Childhood, and eventually pursue a Diploma in Early Childhood," she declares.

After all, her dream is to become the best teacher possible for the children. And to achieve that, she needs to continually learn and grow her skills sets.



Senior Early Years Educator

Nur Hazimah Binte Ismail
PCF Sparkletots

LEARNING TO LEAD THE EARLY CHILDHOOD SECTOR

“There is never a dull day as an Early Childhood educator,” Hazimah shares. Even after eight years in the field, she is continuously finding new avenues to learn, improve and grow.

Part of this is because of the nature of working with children, who like adults, have different needs and moods. Understanding how to empathise with children, acknowledge their emotions and build rapport is a continuous learning journey, Hazimah explains.

This has taught her that “being an Early Childhood educator means you have to be prepared to wear various hats”. For example, at PCF Sparkletots, her role goes beyond caring for children to also engaging their parents.

“Working with parents is important as they are the child’s first caregivers,” she shares. As such, it’s important to find out what parents are concerned about, research on these topics, and if the need arises, to organise parent workshops to address their queries.

She adds that what makes her work interesting is also the different opportunities she has been given to grow. For example, in 2017, she was promoted to the role of Senior Early Years Educator and in 2019, she was nominated for the Overseas Learning Exchange Programme (OLEP).

The OLEP allowed Hazimah to fly to the United States to attend the Global Invention Convention on Science, Technology, Engineering, Mathematics with Invention and

“Being an Early Childhood educator means you have to be prepared to wear various hats.”

Entrepreneurship (STEMIE), picking up useful tips on how to implement these practices in her own centre.

Opportunities like this have given Hazimah the exposure and experience needed to lead a team and today, she has expanded her job scope to mentor other staff.

To do this, she refers closely to the Skills Framework for Early Childhood to understand expectations of each role, and the skills her team members need to progress in their careers.

“My centre has a culture of sharing as we believe that teachers learn best from one another,” she explains. To progress, teamwork is key and “you need to be open and receptive to advice from your colleagues and centre leaders”.

In Hazimah’s case, it was the support from her leaders and team that helped her adjust to her role as Senior Early Years Educator. This allowed her to overcome her fears and run her first internal teacher’s training workshop for her colleagues.

Hazimah hopes to take on a diploma with a leadership focus that will enable her to eventually become a centre leader, declaring: “I would love to continue to lead and inspire the educators under my care!”

Beginning Early Years Educator

JOB ROLE DESCRIPTION

The Beginning Early Years Educator is responsive to the needs of young children. He/She creates a secure environment for young children through nurturing respectful, responsive and reciprocal relationships with them. He/She creates a quality learning environment by implementing developmentally appropriate curricula and programmes through the observation and assessment of the children's needs and developmental milestones. To provide a holistic development for the children, he/she forges trusting and respectful relationships and partnerships with families.

He/She actively carries out the Centre's initiatives and supports its collaborative efforts with the community. As a reflective early childhood educator, she engages in continuous learning and development.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Implement developmentally appropriate teaching, learning and caregiving activities aligned to the relevant curricula frameworks • Enhance the quality of learning environment with developmentally appropriate learning materials and resources • Document children's learning and development • Implement classroom management strategies • Apply the health, safety, nutritional and hygiene practices in accordance with standards and procedures
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Build rapport with colleagues in accordance with the Centre's strategies and policies to foster positive workplace relations • Engage with families to facilitate the continuity of care and learning between home and the Centre • Coordinate activities between home and the Centre • Collaborate with families and caregivers to enhance the Centre's programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Implement collaborative project, initiatives and programmes with families and community stakeholders • Implement outreach activities to promote the Centre's programmes and services • Identify areas of improvements for family and community initiatives and programmes
	Conduct routine caregiving	<ul style="list-style-type: none"> • Conduct routine caregiving assessment • Provide routine caregiving practices in accordance with standards and procedures • Identify areas for improvements for routine caregiving
	Uplift professional practice	<ul style="list-style-type: none"> • Demonstrate behaviour that is aligned with the Centre's vision, mission and values • Implement appropriate teaching and caregiving methods based on emerging sector trends, technologies and tools • Identify areas for personal development to improve work performance • Participate in professional development and service quality improvement activities • Identify new teaching and learning approaches based on observations

The information contained in this document serves as a guide.

Beginning Early Years Educator

TECHNICAL SKILLS AND COMPETENCIES		
Child Development Assessment	Level 3	Make adaptations to the learning environment and experiences based on information gathered about children's development through observation and documentation
Child Observation	Level 2	Carry out observation and documentation of children's learning and development
Child Safety and Protection	Level 2	Implement safety procedures and appropriate courses of action in accordance to Centre's standard operating procedures and sector's regulations to ensure the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 2	Implement developmentally appropriate child supervision strategies and guidance techniques
Collaborative Practices with Stakeholders across Disciplines	Level 2	Participate in collaborative practices to provide integrated caregiving and education for all children
Community Partnership	Level 2	Engage community stakeholders to develop collaborative projects
Data and Information Management	Level 3	Collect child personal and development related data and information in adherence to Centre's guidelines and Standard Operating Procedures (SOPs) on management of private and confidential information
Diversity and Inclusion	Level 1	Comply with the principles of diversity and inclusion in daily interactions and conduct of activities with children, under guidance
Early Childhood Curriculum Design	Level 3	Implement developmentally appropriate learning experiences and make adaptations to the learning environments to support children's interaction
Early Childhood Pedagogical Practice	Level 3	Implement developmentally appropriate pedagogical practices to engage children during daily learning experiences and activities
Early Childhood Programme Planning	Level 3	Implement developmentally appropriate programmes for children of different age groups and needs
Ethical Conduct and Professional Integrity	Level 1	Adhere to principles of ethical conduct, policies and procedures
Family and Caregiver Engagement	Level 1	Facilitate the involvement of families and caregivers in collaborative programmes
Health, Hygiene and Nutrition for Children	Level 2	Implement Centre's health, hygiene and nutritional standards and procedures
Interaction and Relationship	Level 2	Foster trusting and respectful relationships with children through positive interactions
Learning Environment Design	Level 3	Design quality indoor and outdoor learning environment according to children's developmental milestones to engage children purposefully
Practitioner Inquiry	Level 2	Support practitioner inquiry with guidance from colleagues
Reflective Practice for Educators	Level 2	Reflect on the impact of one's beliefs, values and actions to adapt practice accordingly, with guidance from colleagues
Resilience and Self-care	Level 2	Apply self-care and stress management techniques to enhance one's well-being
Responsive Caregiving Approaches	Level 2	Provide appropriate caregiving approaches to children
Situation Management with Families and Community	Level 2	Identify the key drivers for challenging situations

The information contained in this document serves as a guide.

Beginning Early Years Educator

CRITICAL CORE SKILLS (TOP 5)			
Adaptability	Basic	Problem Solving	Basic
Collaboration	Basic	Self Management	Basic
Communication	Basic		

The information contained in this document serves as a guide.

Early Years Educator

JOB ROLE DESCRIPTION

The Early Years Educator guides in responding to the needs of young children. He/She guides the junior educators in creating a secure and quality learning environment for children, and models respectful, responsive and reciprocal relationships with them. He/She is proficient in designing and implementing developmentally appropriate curricula and programmes to support the learning and developmental needs of the children.

He/She establishes relationships and partnerships with families and community stakeholders to provide a holistic care and development for young children. As an experienced early childhood educator, he/she engages in ongoing professional development and reflective practice, and contributes to fostering a culture of collaboration and collegiality with relevant stakeholders.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Plan developmentally appropriate teaching, learning and caregiving activities aligned to the relevant curricula frameworks • Design developmentally appropriate learning materials and resources to enhance quality of learning environment • Evaluate documentations of children’s learning and development to better inform planning and teaching • Customise classroom management strategies • Review health, safety, nutritional and hygiene practices in accordance with standards and procedures
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Foster relationships with families to facilitate the continuity of care and learning between home and the Centre • Coordinate activities with families and community stakeholders • Engage families, caregivers, community stakeholders and volunteers to develop programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Develop the Centre, family and community initiatives and programmes • Develop outreach activities to promote the Centre programmes and services • Evaluate family and community initiatives and programmes for improvements
	Conduct routine caregiving	<ul style="list-style-type: none"> • Review results of routine caregiving assessment • Guide routine caregiving practices in accordance with standards and procedures • Evaluate routine caregiving improvements
Uplift professional practice	<ul style="list-style-type: none"> • Promote the Centre’s vision, mission and values • Co-develop appropriate teaching and caregiving methods based on emerging sector trends, technologies and tools • Identify areas for improvement to enhance work performance • Propose improvements to professional development and service quality improvement activities 	

The information contained in this document serves as a guide.

Early Years Educator

TECHNICAL SKILLS AND COMPETENCIES		
Child Development Assessment	Level 3	Make adaptations to the learning environment and experiences based on information gathered about children's development through observation and documentation
Child Observation	Level 3	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 3	Ensure adherence to Centre's procedures for management of accidents, emergencies and suspected child abuse and neglect
Classroom Management and Guidance of Children's Behaviour	Level 3	Refine implementation of developmentally appropriate child supervision strategies and guidance techniques to meet children's diverse needs
Collaborative Practices with Stakeholders across Disciplines	Level 3	Identify stakeholders to participate and conduct collaborative practices with to provide integrated caregiving and education for all children
Community Partnership	Level 3	Foster collaborations with community stakeholders
Data and Information Management	Level 3	Collect child personal and development related data and information in adherence to Centre's guidelines and Standard Operating Procedures (SOPs) on management of private and confidential information
Diversity and Inclusion	Level 2	Apply principles of diversity and inclusion in interactions and implementation of activities for children
Early Childhood Curriculum Design	Level 4	Customise learning experiences according to children's developmental stages, needs and interests
Early Childhood Pedagogical Practice	Level 4	Plan customised and developmentally appropriate pedagogical practices according to diverse needs of children to facilitate meaningful daily learning experiences and activities
Early Childhood Programme Planning	Level 3	Implement developmentally appropriate programmes for children of different age groups and needs
Ethical Conduct and Professional Integrity	Level 2	Demonstrate principles of ethical conduct, policies and procedures and inclusive work practices in professional activities
Family and Caregiver Engagement	Level 2	Support families and caregivers in shaping the development of their children under supervision
Health, Hygiene and Nutrition for Children	Level 3	Adapt health, hygiene and nutritional approaches to meet the diverse needs of children
Interaction and Relationship	Level 3	Deepen relationships with children through positive interactions
Learning Environment Design	Level 3	Design quality indoor and outdoor learning environment according to children's developmental milestones to engage children purposefully
Practitioner Inquiry	Level 3	Participate in practitioner inquiry with guidance from colleagues
Reflective Practice for Educators	Level 3	Engage in a systematic reflection to critically evaluate one's beliefs, values and practices against child development theories and pedagogical knowledge to improve practice
Resilience and Self-care	Level 2	Apply self-care and stress management techniques to enhance one's well-being
Responsive Caregiving Approaches	Level 3	Customise caregiving approaches to the specific needs of children
Situation Management with Families and Community	Level 3	Apply effective stakeholder management strategies to facilitate the resolution of challenging situations

The information contained in this document serves as a guide.

Early Years Educator

CRITICAL CORE SKILLS (TOP 5)			
Adaptability	Intermediate	Problem Solving	Intermediate
Collaboration	Intermediate	Self Management	Intermediate
Communication	Intermediate		

Senior Early Years Educator

JOB ROLE DESCRIPTION

The Senior Early Years Educator plays an active role as a mentor to the team. He/She provides leadership in the design and set up of a secure and quality learning environment for young children, and guides the team in nurturing respectful, responsive and reciprocal relationships with them.

He/She leads in the design and implementation of developmentally appropriate curricula and programmes, and develops structures for sustained collaborative relationships and partnerships with families and community stakeholders. As an experienced educator, he/she works with her team to design and implement family and community programmes, and contribute to the Centre's culture of continuous learning, collaboration and collegiality.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Lead implementation of teaching and learning approaches aligned with curricula frameworks • Review children engagement strategies in accordance with the curriculum and pedagogical frameworks • Review effectiveness of classroom management strategies • Develop initiatives, practices and learning materials to enhance quality of learning environment • Lead implementation of appropriate health, safety, nutritional and hygiene standards and procedures • Evaluate potential teaching and learning methods, tools, and assistive technology based on emerging trends in the sector • Enhance the documentation methods of children's learning and development
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Develop strategies to help juniors communicate and establish relationships with families of varying needs • Lead the development of collaborative and sustainable partnerships to improve programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Refine the development of the Centre, family and community initiatives and programmes • Lead the implementation of collaborative efforts amongst families and community stakeholders • Review the overall plans for family and community initiatives and programmes for improvements
	Conduct routine caregiving	<ul style="list-style-type: none"> • Advise the team on the outcomes from caregiving assessment • Lead implementation of appropriate routine caregiving practices in accordance with standards and procedures • Review the overall plans to improve routine caregiving
	Uplift professional practice	<ul style="list-style-type: none"> • Advocate the Centre's vision, mission and values to all staff • Develop new teaching and caregiving methods based on emerging sector trends, technologies and tools • Mentor team members on capability development • Lead in professional development and service quality improvement activities • Evaluate new teaching and learning approaches based on observations

The information contained in this document serves as a guide.

Senior Early Years Educator

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 3	Support innovation and change initiatives within the Centre and recognise the impact of change on stakeholders
Child Development Assessment	Level 4	Customise learning experiences and learning environment based on the information gathered on children's learning and development using different assessment methods
Child Observation	Level 4	Lead adoption and refinement of observation and documentation tools to enhance teaching effectiveness and reinforce and extend children's learning and development
Child Safety and Protection	Level 3	Ensure adherence to Centre's procedures for management of accidents, emergencies and suspected child abuse and neglect
Classroom Management and Guidance of Children's Behaviour	Level 4	Evaluate the implementation of developmentally appropriate child supervision strategies and guidance techniques to ensure that they cater to children's diverse needs
Coaching and Mentoring for Educators	Level 2	Coach and mentor colleagues
Collaborative Practices with Stakeholders across Disciplines	Level 4	Supervise the team on collaborative practices to provide integrated caregiving and education for all children
Community Partnership	Level 4	Co-lead collaborative projects with community stakeholders
Data and Information Management	Level 4	Study and interpret child personal and development related data and information in compliance to Centre's guidelines and SOPs on management of private and confidential information
Diversity and Inclusion	Level 3	Mentor educators to apply principles of diversity and inclusion in the interactions and activities for children
Early Childhood Curriculum Design	Level 4	Customise learning experiences according to children's developmental stages, needs and interests
Early Childhood Pedagogical Practice	Level 4	Plan customised and developmentally appropriate pedagogical practices according to diverse needs of children to facilitate meaningful daily learning experiences and activities
Early Childhood Programme Planning	Level 4	Plan developmentally appropriate programmes for children of different age groups and needs
Ethical Conduct and Professional Integrity	Level 3	Ensure relevant ethical decision-making based on principles of professional ethics, conduct, policies and procedures and inclusive work practices
Family and Caregiver Engagement	Level 3	Engage families and caregivers through the Centre's collaborative programmes and activities to guide them in decision making for the child
Health, Hygiene and Nutrition for Children	Level 4	Review health, hygiene and nutritional standards and procedures for improvements
Interaction and Relationship	Level 4	Mentor staff to develop and enhance trusting and respectful relationships with children
Learning Environment Design	Level 4	Guide the design of learning environment to ensure a purposeful integration of learning approaches for children of different age groups and needs
Practitioner Inquiry	Level 4	Conduct inquiry projects through guiding colleagues to conduct inquiry on their practice based on identified topics
Reflective Practice for Educators	Level 4	Lead reflective practice efforts to bring about improvements in practice

The information contained in this document serves as a guide.

Senior Early Years Educator

TECHNICAL SKILLS AND COMPETENCIES			
Resilience and Self-care	Level 3	Develop self-care plans to manage one's stress	
Responsive Caregiving Approaches	Level 3	Customise caregiving approaches to the specific needs of children	
Situation Management with Families and Community	Level 3	Apply effective stakeholder management strategies to facilitate the resolution of challenging situations	
Staff Communication and Engagement	Level 3	Implement staff communication plans and engagement initiatives	
Staff Continuous Learning	Level 3	Support staff in developing their skills by facilitating learning opportunities and coaching them	
CRITICAL CORE SKILLS (TOP 5)			
Collaboration	Advanced	Learning Agility	Intermediate
Communication	Advanced	Problem Solving	Advanced
Developing People	Intermediate		

The information contained in this document serves as a guide.

Lead Early Years Educator

JOB ROLE DESCRIPTION

The Lead Early Years Educator is responsible for leading his/her team and driving the learning and development of children within the Centre. He/She is responsible for the overall learning curricula, programmes and teaching designs for children between 2 months and 4 years old in the Centre. He/She strategises the building of relationships and partnerships with families and community stakeholders.

As a Lead Early Years Educator overseeing the infants and the Early Years, he/she develops and evaluates the Centre's programmes to ensure they cater to children of different levels. He/She also helps to ensure a smooth transition for young children between levels.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Develop new teaching and learning approaches aligned with curricula frameworks • Drive improvements to teaching and learning approaches to enhance quality of learning environment • Lead development of new children engagement strategies in curricula and pedagogies • Formulate the assessment of children's learning and development across different Early Years levels • Evaluate the effectiveness of the developed classroom management strategies • Drive implementation of appropriate health, safety, nutritional and hygiene standards and procedures at the Centre • Implement new teaching and learning methods, tools and assistive technologies based on emerging trends in the sector
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Lead in the development of strategies to establish relationships with families • Strategise the coordination of activities with families and community stakeholders • Drive new partnerships to improve the Centre's programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Lead the development of family and community initiatives across the Centres and programmes • Strategise the promotion of the Centre programmes and services • Strategise the enhancements of cross-Centre initiatives, cross-Centre family and community initiatives and cross-Centre programmes
	Conduct routine caregiving	<ul style="list-style-type: none"> • Evaluate routine caregiving improvement opportunities • Drive implementation of routine caregiving standards and procedures • Drive the enhancements of Centre-level routine caregiving
	Uplift professional practice	<ul style="list-style-type: none"> • Drive the implementation of the Centre's vision, mission and values • Develop team leaders' mentoring capabilities • Promote professional development and service quality improvement to junior staff

The information contained in this document serves as a guide.

Lead Early Years Educator

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 4	Implement innovation and change within the Centre by working with management to gain stakeholders' support for innovation and change to enhance children's learning and development
Child Development Assessment	Level 5	Promote the use of a variety of assessment methods to gather information on children's development to plan appropriate curriculum and effective instruction and to design child-centric learning experiences and create a conducive learning environment
Child Observation	Level 4	Lead adoption and refinement of observation and documentation tools to enhance teaching effectiveness and reinforce and extend children's learning and development
Child Safety and Protection	Level 4	Develop safety standards, procedures and appropriate courses of action to ensure the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 4	Evaluate the implementation of developmentally appropriate child supervision strategies and guidance techniques to ensure that they cater to children's diverse needs
Coaching and Mentoring for Educators	Level 3	Implement coaching and mentoring models and methods to address specific colleagues' developmental needs
Collaborative Practices with Stakeholders across Disciplines	Level 5	Design processes for collaborative practices facilitation in the Centre to provide integrated caregiving and education for all children
Community Partnership	Level 5	Lead the establishment of professional collaborations with the community
Data and Information Management	Level 5	Identify, manage and analyse data and information collected for planning, monitoring and reviewing of child development programmes and Centre's operations
Diversity and Inclusion	Level 4	Promote the importance and integration of diversity and inclusion in the interactions, design and conduct of programmes and activities for children within the Centre through guiding and evaluating developmentally appropriate child supervision strategies and guidance techniques to cater to children's diverse needs
Early Childhood Curriculum Design	Level 5	Evaluate the Centre's curriculum approaches to incorporate key theories, trends and good practices to ensure holistic learning experiences
Early Childhood Pedagogical Practice	Level 5	Develop Centre's pedagogical practices and lead educators to implement developmentally appropriate pedagogical practices to facilitate care and meaningful daily learning experiences
Early Childhood Programme Planning	Level 5	Formulate the Centre's programme objectives, structure and implementation to ensure that they cater to the development and wellbeing of children of various age groups and needs
Ethical Conduct and Professional Integrity	Level 4	Monitor organisation operations to safeguard rights and interests of children, parents and educators, and role model the standards of ethics and values in the Centre
Family and Caregiver Engagement	Level 4	Develop partnerships with families and caregivers
Health, Hygiene and Nutrition for Children	Level 5	Support the development and improvements of health, hygiene and nutritional standards and procedures
Interaction and Relationship	Level 4	Mentor staff to develop and enhance trusting and respectful relationships with children
Learning Environment Design	Level 5	Review the design of Centre's learning environment to ensure alignment to Centre's teaching philosophy, vision, mission, values, and programmes
Operations Management	Level 4	Manage resources, systems and processes to ensure operational efficiency in the Centre and business continuity during emergencies in compliance with relevant standards
Practitioner Inquiry	Level 5	Oversee inquiry projects in the Centre by harnessing research findings to review, innovate and design the curriculum and pedagogical approaches

The information contained in this document serves as a guide.

Lead Early Years Educator

TECHNICAL SKILLS AND COMPETENCIES			
Reflective Practice for Educators	Level 5	Foster a culture of reflective practice through providing opportunities for reflection and sharing in the Centre to improve professional practice	
Resilience and Self-care	Level 4	Provide support to staff in managing their stress and emotions	
Responsive Caregiving Approaches	Level 4	Monitor and review caregiving approaches and practices for improvement	
Situation Management with Families and Community	Level 4	Develop and review the effectiveness of strategies, processes, and workplace practices for managing challenging situations	
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre	
Staff Continuous Learning	Level 4	Drive learning and development within Centre in alignment to Centre's goals	
Visioning and Strategic Planning	Level 4	Guide team to align programmes and goals to the Centre's vision, mission and values	
CRITICAL CORE SKILLS (TOP 5)			
Building Inclusivity	Intermediate	Developing People	Advanced
Collaboration	Advanced	Sense Making	Intermediate
Communication	Advanced		

The information contained in this document serves as a guide.

Notes

Preschool



JOB ROLES

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Beginning Preschool Teacher

Kamal Hariz Bin Othman
Iyad Perdaus Ltd

CARVING OUT A NICHE ON A ROAD LESS TRAVELLED

On Kamal's first day as a relief teacher at Iyad Perdaus Ltd, a little boy asked him: "Are you a boy teacher?" Puzzled, he said yes — and to his delight, the child enthusiastically declared: "I want to be a teacher too!"

Back then, Kamal was freshly enrolled in the National Institute of Early Childhood Development (NIEC) Continued Education and Training (CET) diploma, and had only just begun to explore the Early Childhood sector, one that he felt was less common for men to enter.

But the child's excitement at meeting a male role model erased any doubt he might have had, he says. "I realised I'm needed here and that I have a purpose."

This clarity kept him going as he juggled his studies with relief teaching. Over time, he has also gradually improved his classroom management skills, knowing when to be firm and when to soften his approach to connect with the children.

When he graduated in March 2021, he took on a full-time role as Beginning Preschool Teacher teaching the Malay language to children in Nursery 1 and 2.

Now that he has achieved his first milestone of being a full-time employee, Kamal has started planning for the future, using the Skills Framework for Early Childhood to chart his career looking at progressing towards the work of either curriculum development or learning and development support.

"Education is not a 'one-size fits all'. Teachers have to continuously learn new skills or knowledge to meet the needs of the children better."

"The Skills Framework shows the competencies required of an educator, whether you are a beginning preschool teacher, a preschool teacher or a senior teacher," Kamal explains.

"This is helpful because it clearly states the skills I need to advance in this field."

At the centre Kamal works at, the team regularly refers to the framework to identify competencies the team needs and suitable training programmes that can help close the gap.

Kamal believes this is especially important because "education is not a 'one-size fits all'. Teachers have to continuously learn new skills or knowledge to meet the needs of the children better," he says.

His experience has showed him that the role is suitable for both men and women. Although he does not help with routine care activities like going to the toilet or diapering, there are still a myriad of other tasks that he can assist with.

On his part, he makes sure to go above and beyond to assist his colleagues by engaging the children with stories and games when they are busy.

"I would like to encourage potential male teachers to take a dip into this sector. We need you, the children need you. Don't underestimate the value you can bring to the children," Kamal declares.



Senior Preschool Educator

Sivarranjani D/O Jayakumar
MY World Preschool Ltd

A JOURNEY OF LIFELONG LEARNING AND EDUCATING

When Sivarranjani was still a Preschool Educator, she met with a child who had been raised in China and had no exposure to the English language. In order to connect with him, she learned a list of basic Chinese words, mixing these with pictures and gestures to get him to respond.

There was a lot of giggling, awkward silences and miscommunication, but four years after graduation, the boy still returns to visit and thank her.

“His growth and gratitude after all these years remind me of why I chose and will always choose to be part of the Early Childhood sector,” Sivarranjani shares. Six years into the sector, she has risen to Vice Principal at MY World Preschool Ltd and remains a firm believer that success in the field comes with patience.

“The children you are working with are learning to perform skills independently for the first time, so it can get messy or may take a while before the children master the skills,” she explains, adding that “being great at your job doesn’t happen overnight”.

This is especially important as the sector is constantly evolving. Today, there is a greater emphasis on the importance of play, and the development of a strong foundation in the mother tongue languages.

“Early Childhood educators should upskill to remain versatile and relevant,” Sivarranjani shares, adding that since joining the field, she has completed a Diploma in Early Childhood Education and taken on various additional courses to improve her communication skills and teaching practices.

“Early Childhood educators should upskill to remain versatile and relevant.”

As Continuing Professional Development (CPD) is now a focus, educators are given ample opportunities to upgrade their skills, and on her part, she received the ECDA Training Award in 2014, which gave her full course sponsorship for the final year of her diploma.

If one is uncertain about what courses to take, they can also refer to the Skills Framework for Early Childhood to identify the skills they need, she says.

“The Skills Framework provides information on career pathways in order to guide you in your progression as an Early Childhood educator. It also identifies various training programmes and courses you can take to equip yourself,” she explains.

In 2020, this led her to take on the Professional Development Programme for Leaders (PDP-L), a three-year programme that will help her stay updated on the latest trends, network with leaders and equip her with leadership skills.

To Sivarranjani, this learning is part of the job. “Being an Early Childhood professional means to advocate for the children under your care and every decision you make needs to be in the best interest of the children,” she says. “It will all be worth it when you see the little bright minds grow and march on to take on the world as brave champions.”



Centre Leader

Siti Diyana Binte Dzulkefli
My First Skool

GROOMING THE NEXT GENERATION OF EARLY CHILDHOOD LEADERS

“To do well in the Early Childhood sector requires more than a love for children,” Diyana declares.

As Centre Principal at My First Skool, Diyana speaks from experience when she says: “One must have an in-depth knowledge of pedagogical practices, a strong sense of ownership and more!”

After all, a role like hers is a multi-faceted one. To successfully oversee the planning and execution of a quality Early Childhood programme requires her to straddle the realms of curriculum planning, operations, human resources, and even community outreach.

As the “face” of the centre, she is also the person whom parents connect with for their needs and concerns. This means she must set the tone of how to respond professionally and with compassion.

Diyana’s definition of readiness is worth noting: “Academic achievement is not the sole measure. Readiness is also seen in the children’s curiosity to learn, adaptability and resilience — soft skills that will put them in good stead not just when they move to primary school, but also for the rest of their lives.”

It is extremely heartening, she says, when parents gradually begin to understand the concept and show appreciation for the work her teachers do.

“As a leader, I need to pay attention to the professional development and well-being of my team of 32 staff, so they can grow alongside the centre,” Diyana explains.

“As a leader, I need to pay attention to their professional development and well-being of my staff, so they can grow alongside the centre.”

It is her “pride and joy” to see the staff progress, she shares, adding: “I find joy in mentoring others and providing training for teachers during regular curriculum meetings and workshops.”

This passion for mentorship stems from Diyana’s own experience as a young teacher. Thanks to the encouragement and guidance of her leaders back in NTUC First Campus Co-operative Ltd, she was able to go beyond her Diploma in Early Childhood Education (Leadership) to complete a Bachelor’s degree, to complete a Bachelor’s degree to take on other leadership training to upgrade her skills.

Now that she is a leader, she wants to pay it forward, offering various professional development opportunities for her teachers to grow in the field. The Skills Framework for Early Childhood has been instrumental in her doing this.

“I use the Skills Framework to set goals for my teachers during the annual performance planning sessions. It helps me understand their competencies so I can develop individualised training plans to equip them with relevant skills,” she says. She, too, refers to the framework to chart her own career goals.

“I hope I can continue to inspire and motivate future Early Childhood educators,” Diyana shares. After all, to her, a career in Early Childhood education is an important one, with an impact on lives that goes far beyond what one may imagine.



Curriculum Specialist

Cheryl Chang
Skool4kidz Pte Ltd

GOING FROM TEACHING CHILDREN TO COACHING TEACHERS

For children to thrive in preschool, it requires more than the patience and passion of their teachers. They also need to have age-appropriate lessons that can stimulate their learning, keep them engaged, and allow them to explore and discover.

Developing these lessons is the responsibility of Curriculum Specialists like Cheryl. As a Senior Curriculum Executive at Skool4kidz Pte Ltd, Cheryl describes her work as more behind the scenes. She examines various pedagogical approaches in order to enhance existing curricula, introduce new educational materials and enhance teaching techniques.

To do this, it is extremely important that Curriculum Specialists have hands-on experiences as Early Childhood educators and are prepared to work hard in order to create suitable curriculum. "You need to know what children are like and understand the nuances in their behaviour in order to plan age-appropriate activities for them," she explains.

Reflecting on her change in job scope, she muses: "A major difference is that as a teacher, I had control over what I'd like to deliver and how I'd like to deliver it." Since her role transition to Early Childhood Curriculum Specialist in 2014, she has had to think more "big-picture". "I need to consider how different teachers will adapt to the same type of materials in their classrooms," she adds.

"No matter how good a curriculum is, whether a lesson is successful depends on the teacher. We need the human element to bring out the flavour of the materials — it is all about teamwork!" she reiterates.

"A growing child needs a growing teacher and a growing teacher must stay abreast of new approaches."

Ultimately, both curriculum specialists and teachers work towards the same goal: To ensure children have the best learning environment possible.

To support teachers in the classroom, Curriculum Specialists like herself will conduct regular evaluations to ensure programme quality. This is important as it helps Curriculum Specialists understand how their programmes translate in the classroom, and allows teachers to give feedback to help them improve. "These provide Curriculum Specialists like myself a better context to support teachers with guidebooks and conduct training workshops," Cheryl continues.

"Instead of teaching the children, I now coach the teachers," she elaborates. Her job satisfaction comes from seeing children grow and when teachers unpack the materials developed and implement them well in their classrooms.

She encourages Early Childhood educators, both new and experienced, to grasp the opportunities that are given to them and use the Skills Framework for Early Childhood, to gain a good overview of the career paths available. She believes this can motivate one to upskill for career advancement.

"Keep learning and growing", she advises, adding: "A growing child needs a growing teacher and a growing teacher must stay abreast of new approaches".

Beginning Preschool Educator

JOB ROLE DESCRIPTION

The Beginning Preschool Educator creates a secure and quality learning environment for children through fostering meaningful relationships with them. He/She supports the holistic development of children by implementing a developmentally and culturally appropriate curricula, and nurturing trusting and respectful relationships with the children.

He/She builds partnerships with parents and families, and actively engages in Centre initiatives to support its collaborative efforts with the community. He/She works closely with colleagues and contributes to a culture of collaboration and collegiality. As a reflective Early Childhood Educator, he/she participates in professional development and service quality improvement activities.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Implement developmentally appropriate teaching, learning and caregiving activities aligned to the relevant curricula frameworks • Conduct learning needs assessment • Engage children meaningfully in accordance with the curriculum and pedagogical frameworks • Implement classroom management strategies • Enhance the learning environment with developmentally appropriate learning materials and resources • Apply the health, safety, nutritional and hygiene practices in accordance with standards and procedures • Document children's learning and development
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Build rapport with colleagues in accordance with the Centre's strategies and policies to foster positive workplace relations • Collaborate with families to ensure continuity of care and learning between the home and the Centre
	Manage family and community programmes	<ul style="list-style-type: none"> • Execute outreach activities to promote the Centre programmes and services • Execute collaborative projects with families and community stakeholders • Propose areas for improvements for family and community initiatives and programmes
	Conduct routine caregiving	<ul style="list-style-type: none"> • Conduct caregiving assessment • Provide caregiving in accordance with standards and procedures • Identify areas for improvements in caregiving routines
	Uplift professional practice	<ul style="list-style-type: none"> • Implement appropriate teaching and caregiving methods based on emerging sector trends, technologies and tools • Identify areas for improvements for professional practice • Participate in professional development and service quality improvement activities • Demonstrate behaviour that is aligned with the Centre's vision, mission and values

The information contained in this document serves as a guide.

Beginning Preschool Educator

TECHNICAL SKILLS AND COMPETENCIES		
Child Development Assessment	Level 3	Make adaptations to the learning environment and experiences based on information gathered about children's development through observation and documentation
Child Observation	Level 2	Carry out observation and documentation of children's learning and development
Child Safety and Protection	Level 2	Implement safety procedures and appropriate courses of action in accordance to Centre's standard operating procedures and sector's regulations to ensure the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 2	Implement developmentally appropriate child supervision strategies and guidance techniques
Collaborative Practices with Stakeholders across Disciplines	Level 2	Participate in collaborative practices to provide integrated care-giving and education for all children
Community Partnership	Level 2	Engage community stakeholders to develop collaborative projects
Data and Information Management	Level 3	Collect child personal and development related data and information in adherence to Centre's guidelines and Standard Operating Procedures (SOPs) on management of private and confidential information
Diversity and Inclusion	Level 1	Comply with the principles of diversity and inclusion in daily interactions and conduct of activities with children, under guidance
Early Childhood Curriculum Design	Level 3	Implement developmentally appropriate learning experiences and make adaptations to the learning environments to support children's interaction
Early Childhood Pedagogical Practice	Level 3	Implement developmentally appropriate pedagogical practices to engage children during daily learning experiences and activities
Early Childhood Programme Planning	Level 3	Implement developmentally appropriate programmes for children of different age groups and needs
Ethical Conduct and Professional Integrity	Level 1	Adhere to principles of ethical conduct, policies and procedures
Family and Caregiver Engagement	Level 1	Facilitate the involvement of families and caregivers in collaborative programmes
Health, Hygiene and Nutrition for Children	Level 2	Implement Centre's health, hygiene and nutritional standards and procedures
Interaction and Relationship	Level 2	Foster trusting and respectful relationships with children through positive interactions
Learning Environment Design	Level 3	Design quality indoor and outdoor learning environment according to children's developmental milestones to engage children purposefully
Practitioner Inquiry	Level 2	Support practitioner inquiry with guidance from colleagues
Reflective Practice for Educators	Level 2	Reflect on the impact of one's beliefs, values and actions to adapt practice accordingly, with guidance from colleagues
Resilience and Self-care	Level 2	Apply self-care and stress management techniques to enhance one's well-being
Responsive Caregiving Approaches	Level 2	Provide appropriate caregiving approaches to children
Situation Management with Families and Community	Level 2	Identify the key drivers for challenging situations

The information contained in this document serves as a guide.

Beginning Preschool Educator

CRITICAL CORE SKILLS (TOP 5)			
Adaptability	Basic	Problem Solving	Basic
Collaboration	Basic	Self Management	Basic
Communication	Basic		

The information contained in this document serves as a guide.

Preschool Educator

JOB ROLE DESCRIPTION

The Preschool Educator effectively creates a secure and quality learning environment for the children through nurturing trusting and respectful relationships with them. He/She enriches children's learning by co-designing and implementing a developmentally and culturally appropriate curricula, while effectively integrating innovative teaching and learning practices. He/She 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, he/she guides the junior educators in enhancing their professional practice. He/She provides suggestions, ideas to improve professional development in the Centre, while also contributing to the Centre's culture of collaboration and collegiality.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Plan developmentally appropriate teaching, learning and caregiving activities aligned to the relevant curricula frameworks • Review results of learning needs assessment • Guide juniors in engaging children meaningfully in accordance with the curriculum and pedagogical frameworks • Customise classroom management strategies • Design quality learning environment with developmentally appropriate learning materials and resources • Review health, safety, nutritional and hygiene practices in accordance with standards and procedures • Identify potential teaching and learning methods, tools and assistive technology based on emerging trends in the sector • Evaluate documentations of children's learning and development to better inform planning and teaching
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Execute communication strategies and policies to foster a culture of collaboration within the Centre • Identify opportunities to collaborate with families to ensure continuity of care and learning between the home and the Centre
	Manage family and community programmes	<ul style="list-style-type: none"> • Develop outreach activities to promote the Centre programmes and services • Guide the execution of collaborative projects with families and community stakeholders • Evaluate family and community initiatives and programmes for improvements
	Conduct routine caregiving	<ul style="list-style-type: none"> • Review results of caregiving assessment • Review caregiving in accordance with standards and procedures • Evaluate routine caregiving improvement opportunities
	Uplift professional practice	<ul style="list-style-type: none"> • Co-develop appropriate teaching and caregiving methods based on emerging sector trends, technologies and tools • Analyse areas for improvements for professional practice • Propose improvements to professional development and service quality improvement activities • Promote the Centre's vision, mission and values

The information contained in this document serves as a guide.

Preschool Educator

TECHNICAL SKILLS AND COMPETENCIES		
Child Development Assessment	Level 3	Make adaptations to the learning environment and experiences based on information gathered about children's development through observation and documentation
Child Observation	Level 3	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 3	Ensure adherence to Centre's procedures for management of accidents, emergencies and suspected child abuse and neglect
Classroom Management and Guidance of Children's Behaviour	Level 3	Refine implementation of developmentally appropriate child supervision strategies and guidance techniques to meet children's diverse needs
Collaborative Practices with Stakeholders across Disciplines	Level 3	Identify stakeholders to participate and conduct collaborative practices with to provide integrated care-giving and education for all children
Community Partnership	Level 3	Foster collaborations with community stakeholders
Data and Information Management	Level 3	Collect child personal and development related data and information in adherence to Centre's guidelines and Standard Operating Procedures (SOPs) on management of private and confidential information
Diversity and Inclusion	Level 2	Apply principles of diversity and inclusion in interactions and implementation of activities for children
Early Childhood Curriculum Design	Level 4	Customise learning experiences according to children's developmental stages, needs and interests
Early Childhood Pedagogical Practice	Level 4	Plan customised and developmentally appropriate pedagogical practices according to diverse needs of children to facilitate meaningful daily learning experiences and activities
Early Childhood Programme Planning	Level 3	Implement developmentally appropriate programmes for children of different age groups and needs
Ethical Conduct and Professional Integrity	Level 2	Demonstrate principles of ethical conduct, policies and procedures and inclusive work practices in professional activities
Family and Caregiver Engagement	Level 2	Support families and caregivers in shaping the development of their children under supervision
Health, Hygiene and Nutrition for Children	Level 3	Adapt health, hygiene and nutritional approaches to meet the diverse needs of children
Interaction and Relationship	Level 3	Deepen relationships with children through positive interactions
Learning Environment Design	Level 3	Design quality indoor and outdoor learning environment according to children's developmental milestones to engage children purposefully
Practitioner Inquiry	Level 3	Participate in practitioner inquiry with guidance from colleagues
Reflective Practice for Educators	Level 3	Engage in a systematic reflection to critically evaluate one's beliefs, values and practices against child development theories and pedagogical knowledge to improve practice
Resilience and Self-care	Level 2	Apply self-care and stress management techniques to enhance one's well-being
Responsive Caregiving Approaches	Level 3	Customise caregiving approaches to the specific needs of children
Situation Management with Families and Community	Level 3	Apply effective stakeholder management strategies to facilitate the resolution of challenging situations

The information contained in this document serves as a guide.

Preschool Educator

CRITICAL CORE SKILLS (TOP 5)			
Adaptability	Intermediate	Problem Solving	Intermediate
Collaboration	Intermediate	Self Management	Intermediate
Communication	Intermediate		

Senior Preschool Educator

JOB ROLE DESCRIPTION

The Senior Preschool Educator mentors the team to enhance their teaching practice including the nurturing of trusting and respectful relationships with children. He/She utilises in-depth knowledge of Early Childhood education and pedagogical expertise to design and implement a developmentally and culturally appropriate curricula for children, as well as contributes to innovations in teaching and learning practices.

As an experienced Early Childhood Educator, he/she oversees the design and set up of secure and quality learning environment for children. He/She also mentors the other educators in preparing the learning experiences and environment for the children in line with Centres' philosophy and curricula goals. He/She develops structures for sustained collaborative partnerships with families and communities, and supports in fostering a culture of continuous learning, collaboration and collegiality within the Centre.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Lead implementation of teaching and learning approaches aligned with curricula frameworks • Advise on the outcomes from learning needs assessment • Review children engagement strategies in accordance with the curriculum and pedagogical frameworks • Review effectiveness of classroom management strategies • Develop initiatives, practices and learning materials to enhance quality of learning environment • Lead implementation of appropriate health, safety, nutritional and hygiene standards and procedures • Evaluate potential teaching and learning methods, tools, and assistive technology based on emerging trends in the sector • Enhance the documentation methods of children's learning and development
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Lead implementation of communication strategies and policies to foster a culture of collaboration within the Centre • Develop strategies to establish partnerships and collaborations with families and community stakeholders
	Manage family and community programmes	<ul style="list-style-type: none"> • Refine outreach activities in promoting the Centre programmes and services • Lead the implementation of collaborative efforts amongst families and community stakeholders • Review the overall plans for family and community initiatives and programmes for improvements
	Conduct routine caregiving	<ul style="list-style-type: none"> • Advise the team on the outcomes from caregiving assessment • Lead implementation of appropriate caregiving standards and procedures • Review overall plans to improve routine caregiving
	Uplift professional practice	<ul style="list-style-type: none"> • Develop new teaching and caregiving methods based on emerging sector trends, technologies and tools • Mentor team members on capability development • Lead in professional development and service quality improvement activities • Advocate the Centre's vision, mission and values to all staff

The information contained in this document serves as a guide.

Senior Preschool Educator

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 3	Support innovation and change initiatives within the Centre and recognise the impact of change on stakeholders
Child Development Assessment	Level 4	Customise learning experiences and learning environment based on the information gathered on children's learning and development using different assessment methods
Child Observation	Level 4	Lead adoption and refinement of observation and documentation tools to enhance teaching effectiveness and reinforce and/or extend children's learning and development
Child Safety and Protection	Level 3	Ensure adherence to Centre's procedures for management of accidents, emergencies and suspected child abuse and neglect
Classroom Management and Guidance of Children's Behaviour	Level 4	Evaluate the implementation of developmentally appropriate child supervision strategies and guidance techniques to ensure that they cater to children's diverse needs
Coaching and Mentoring for Educators	Level 2	Coach and mentor colleagues
Collaborative Practices with Stakeholders across Disciplines	Level 4	Supervise the team on collaborative practices to provide integrated caregiving and education for all children
Community Partnership	Level 4	Co-lead collaborative projects with community stakeholders
Data and Information Management	Level 4	Study and interpret child personal and development related data and information in compliance to Centre's guidelines and SOPs on management of private and confidential information
Diversity and Inclusion	Level 3	Mentor educators to apply principles of diversity and inclusion in the interactions and activities for children
Early Childhood Curriculum Design	Level 4	Customise learning experiences according to children's developmental stages, needs and interests
Early Childhood Pedagogical Practice	Level 4	Plan customised and developmentally appropriate pedagogical practices according to diverse needs of children to facilitate meaningful daily learning experiences and activities
Early Childhood Programme Planning	Level 4	Plan developmentally appropriate programmes for children of different age groups and needs
Ethical Conduct and Professional Integrity	Level 3	Ensure relevant ethical decision-making based on principles of professional ethics, conduct, policies and procedures and inclusive work practices
Family and Caregiver Engagement	Level 3	Engage families and caregivers through the Centre's collaborative programmes and activities to guide them in decision making for the child
Health, Hygiene and Nutrition for Children	Level 4	Review health, hygiene and nutritional standards and procedures for improvements
Interaction and Relationship	Level 4	Mentor staff to develop and enhance trusting and respectful relationships with children
Learning Environment Design	Level 4	Guide the design of learning environment to ensure a purposeful integration of learning approaches for children of different age groups and needs
Practitioner Inquiry	Level 4	Conduct inquiry projects through guiding colleagues to conduct inquiry on their practice based on identified topics
Reflective Practice for Educators	Level 4	Lead reflective practice efforts to bring about improvements in practice

The information contained in this document serves as a guide.

Senior Preschool Educator

TECHNICAL SKILLS AND COMPETENCIES			
Resilience and Self-care	Level 3	Develop self-care plans to manage one's stress	
Responsive Caregiving Approaches	Level 3	Customise caregiving approaches to the specific needs of children	
Situation Management with Families and Community	Level 3	Apply effective stakeholder management strategies to facilitate the resolution of challenging situations	
Staff Communication and Engagement	Level 3	Implement staff communication plans and engagement initiatives	
Staff Continuous Learning	Level 3	Support staff in developing their skills by facilitating learning opportunities and coaching them	
CRITICAL CORE SKILLS (TOP 5)			
Collaboration	Advanced	Learning Agility	Intermediate
Communication	Advanced	Problem Solving	Advanced
Developing People	Intermediate		

The information contained in this document serves as a guide.

Lead Preschool Educator

JOB ROLE DESCRIPTION

The Lead Preschool Educator provides leadership for the development of teaching and learning practices at the Centre. Overseeing the 18 months to 6 years old age groups, he/she ensures that the curricula goals are sound and progressive. Steeped in knowledge on the latest developments in pedagogy, he/she mentors and provides leadership in designing and implementing a holistic curriculum. He/She regularly conducts inquiry into the emerging trends and latest developmental approaches to introduce new teaching and learning methods, tools and assistive technologies.

Working with the Centre's leadership team, he/she fosters a culture of continuous learning and professionalism, and develops and leads in partnerships and sustained collaborations with stakeholders.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Develop new teaching and learning approaches aligned with curricula frameworks • Evaluate effectiveness of learning needs assessment • Lead development of new children engagement strategies in curricula and pedagogies • Evaluate the effectiveness of the developed classroom management strategies • Drive improvements to teaching and learning approaches to enhance quality of learning environment • Drive implementation of appropriate health, safety, nutritional and hygiene standards and procedures at the Centre • Implement new teaching and learning methods, tools and assistive technologies based on emerging trends in the sector • Formulate the assessment of children's learning and development
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Drive implementation of communication strategies and policies to foster a culture of collaboration within the Centre • Guide the design of strategies to establish partnerships and collaborations with families and community stakeholders
	Manage family and community programmes	<ul style="list-style-type: none"> • Drive the development of new promotional activities of the Centre's programmes and services • Represent the Centre in the collaboration with families and community stakeholders • Strategise the enhancements of initiatives and programmes at Centre-level, Cross-Centre level and Centre-family-community level
	Conduct routine caregiving	<ul style="list-style-type: none"> • Evaluate effectiveness of caregiving assessment • Drive implementation of caregiving standards and procedures • Drive the enhancements of Centre-level routine caregiving
	Uplift professional practice	<ul style="list-style-type: none"> • Develop team leaders' mentoring capabilities • Promote professional development and service quality improvement to junior staff • Drive the implementation of the Centre's vision, mission and values

The information contained in this document serves as a guide.

Lead Preschool Educator

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 4	Implement innovation and change within the Centre by working with management to gain stakeholders' support for innovation and change to enhance children's learning and development
Child Development Assessment	Level 5	Promote the use of a variety of assessment methods to gather information on children's development to plan appropriate curriculum and effective instruction and to design child-centric learning experiences and create a conducive learning environment
Child Observation	Level 4	Lead adoption and refinement of observation and documentation tools to enhance teaching effectiveness and reinforce and/or extend children's learning and development
Child Safety and Protection	Level 4	Develop safety standards, procedures and appropriate courses of action to ensure the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 4	Evaluate the implementation of developmentally appropriate child supervision strategies and guidance techniques to ensure that they cater to children's diverse needs
Coaching and Mentoring for Educators	Level 3	Implement coaching and mentoring models and methods to address specific colleagues' developmental needs
Collaborative Practices with Stakeholders across Disciplines	Level 5	Design processes for collaborative practices facilitation in the Centre to provide integrated care-giving and education for all children
Community Partnership	Level 5	Lead the establishment of professional collaborations with the community
Data and Information Management	Level 5	Identify, manage and analyse data and information collected for planning, monitoring and reviewing of child development programmes and Centre's operations
Diversity and Inclusion	Level 4	Promote the importance and integration of diversity and inclusion in the interactions, design and conduct of programmes and activities for children within the Centre through guiding and evaluating developmentally appropriate child supervision strategies and guidance techniques to cater to children's diverse needs
Early Childhood Curriculum Design	Level 5	Evaluate the Centre's curriculum approaches to incorporate key theories, trends and good practices to ensure holistic learning experiences
Early Childhood Pedagogical Practice	Level 5	Develop Centre's pedagogical practices and lead educators to implement developmentally appropriate pedagogical practices to facilitate care and meaningful daily learning experiences
Early Childhood Programme Planning	Level 5	Formulate the Centre's programme objectives, structure and implementation to ensure that they cater to the development and wellbeing of children of various age groups and needs
Ethical Conduct and Professional Integrity	Level 4	Monitor organisation operations to safeguard rights and interests of children, parents and educators, and role model the standards of ethics and values in the Centre
Family and Caregiver Engagement	Level 4	Develop partnerships with families and caregivers
Health, Hygiene and Nutrition for Children	Level 5	Support the development and improvements of health, hygiene and nutritional standards and procedures
Interaction and Relationship	Level 4	Mentor staff to develop and enhance trusting and respectful relationships with children
Learning Environment Design	Level 5	Review the design of Centre's learning environment to ensure alignment to Centre's teaching philosophy, vision, mission, values, and programmes

The information contained in this document serves as a guide.

Lead Preschool Educator

TECHNICAL SKILLS AND COMPETENCIES			
Operations Management	Level 4	Manage resources, systems and processes to ensure operational efficiency in the Centre and business continuity during emergencies in compliance with relevant standards	
Practitioner Inquiry	Level 5	Oversee inquiry projects in the Centre by harnessing research findings to review, innovate and design the curriculum and pedagogical approaches	
Reflective Practice for Educators	Level 5	Foster a culture of reflective practice through providing opportunities for reflection and sharing in the Centre to improve professional practice	
Resilience and Self-care	Level 4	Provide support to staff in managing their stress and emotions	
Responsive Caregiving Approaches	Level 4	Monitor and review caregiving approaches and practices for improvement	
Situation Management with Families and Community	Level 4	Develop and review the effectiveness of strategies, processes, and workplace practices for managing challenging situations	
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre	
Staff Continuous Learning	Level 4	Drive learning and development within Centre in alignment to Centre's goals	
Visioning and Strategic Planning	Level 4	Guide team to align programmes and goals to the Centre's vision, mission and values	
CRITICAL CORE SKILLS (TOP 5)			
Building Inclusivity	Intermediate	Developing People	Advanced
Collaboration	Advanced	Sense Making	Intermediate
Communication	Advanced		

The information contained in this document serves as a guide.

Curriculum/Pedagogy Specialist

JOB ROLE DESCRIPTION

The Curriculum/Pedagogy Specialist has a span of influence over professional matters beyond the Centre level. Steeped in knowledge on the latest developments in pedagogy, he/she provides leadership in the review, design and implementation of a holistic curriculum and drives the development of teaching and learning practices beyond the Centre. He/She works with the organisation's leadership team to ensure alignment of curricula goals and teaching practices across the Centres. In addition, he/she inculcates a strong culture of collaboration and promotes professionalism across Centres.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Drive the design of quality teaching and learning approaches beyond the curricula frameworks and the Centre level • Drive the enhancement of learning needs assessment processes and structures • Align children engagement strategies in accordance with the Centre's policies • Drive quality classroom management strategies in accordance with leading practices beyond the Centre level • Evaluate improvements made to enhance quality of learning environment • Advocate the importance of appropriate health, safety, nutritional and hygiene standards and procedures beyond the Centre level • Lead the development of new teaching and learning methods, tools and assistive technologies based on emerging trends in the sector • Drive the assessment of children's learning and development
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Foster a culture of collaboration beyond the Centre level • Drive initiatives to establish partnerships and collaborations with families and community stakeholders
	Manage family and community programmes	<ul style="list-style-type: none"> • Strategise the promotion of the Centre and beyond the Centre programmes and services • Establish a culture of professional collaboration with families and community stakeholders • Drive the enhancements of initiatives and programmes at Centre-level, Cross-Centre level and Centre-family-community level
	Conduct routine caregiving	<ul style="list-style-type: none"> • Drive the enhancement of caregiving needs assessment processes and structures • Lead the development of new caregiving standards and procedures based on emerging caregiving research and practices in the sector • Drive the enhancements of caregiving to reflect leading practices
	Uplift professional practice	<ul style="list-style-type: none"> • Review developed teaching and caregiving methods based on emerging sector trends, technologies and tools • Facilitate the establishment of plans and structures to engender a culture of mentoring within the Cluster • Drive professional development and service quality improvement of professionals • Embed elements of the Centre's vision, mission and values into curriculum and pedagogy design

The information contained in this document serves as a guide.

Curriculum/Pedagogy Specialist

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 4	Implement innovation and change within the Centre by working with management to gain stakeholders' support for innovation and change to enhance children's learning and development
Child Development Assessment	Level 6	Advocate the importance of assessment and drive the adoption of emerging assessment tools and good practices in child assessment to create child-centric learning experiences
Child Observation	Level 5	Drive the development and review of observation and documentation tools while providing guidance to Centres to enhance teaching and learning effectiveness
Classroom Management and Guidance of Children's Behaviour	Level 5	Drive the review of Centres' guidelines on child guidance and behaviour management within the Cluster to ensure alignment with organisation's philosophy and compliance with regulatory requirements
Coaching and Mentoring for Educators	Level 5	Establish plans and structures to engender a culture of mentoring within the Cluster
Collaborative Practices with Stakeholders across Disciplines	Level 6	Drive collaborative practices in the organisation to provide integrated care-giving and education for all children and ensure alignment across Centres
Community Partnership	Level 6	Drive culture of professional collaboration with community stakeholders across Centres
Data and Information Management	Level 6	Develop guidelines and SOPs for collection and management of data and information and drive the use of analysed data and information to improve child development programmes and Centre's operations
Diversity and Inclusion	Level 6	Review structures, processes and approaches and provide relevant teacher training to enable diversity and inclusion in children's learning, interaction and activities
Early Childhood Curriculum Design	Level 6	Drive the development and review of curriculum for Centres, according to national guidelines and evidence-based research
Early Childhood Pedagogical Practice	Level 6	Drive the review and development of pedagogical practices for Centres to facilitate meaningful daily learning experiences and activities for children across Centres
Early Childhood Programme Planning	Level 6	Drive the review of programme planning and implementation across Centres to ensure alignment with organization's philosophy of teaching and learning
Ethical Conduct and Professional Integrity	Level 6	Cultivate professional, legal and ethical accountability and responsibility within the sector
Family and Caregiver Engagement	Level 6	Drive culture of strategic and sustained collaborations with families and caregivers to support the development of children across Centres
Interaction and Relationship	Level 5	Guide Centres in enhancing trusting and respectful relationships with children
Learning Environment Design	Level 6	Drive the planning and development of strategies for quality learning environment for Centres
Practitioner Inquiry	Level 6	Drive culture of practitioner inquiry, structures and processes to enable and equip educators with the tools for practitioner inquiry across Centres
Reflective Practice for Educators	Level 6	Enhance structures and processes to provide relevant training on continuous professional learning and improvement through reflective practice
Responsive Caregiving Approaches	Level 5	Drive the development and improvements for caregiving approaches and practices for Centres
Situation Management with Families and Community	Level 5	Establish policies and procedures for effective management of challenging situations across Centres

The information contained in this document serves as a guide.

Curriculum/Pedagogy Specialist

TECHNICAL SKILLS AND COMPETENCIES			
Staff Continuous Learning	Level 5	Foster a culture of continuous learning by putting in place structures and processes to support staff's continuous learning and setting measures to assess effectiveness of these learning strategies within and across Centres	
Visioning and Strategic Planning	Level 6	Oversee Centres' alignment to their vision, mission and values and provide relevant guidance in the development and implementation of their strategic plans	
CRITICAL CORE SKILLS (TOP 5)			
Communication	Advanced	Learning Agility	Advanced
Creative Thinking	Advanced	Transdisciplinary Thinking	Intermediate
Developing People	Advanced		

The information contained in this document serves as a guide.

Deputy Centre Leader

JOB ROLE DESCRIPTION

The Deputy Centre Leader assists in the development of the Centre’s strategic plans and supports efforts to foster a culture of care and trust, mentoring, collaborative professionalism and continuous development within the Centre. He/She oversees management and optimisation of Centre resources and the implementation of specific Centre programmes, initiatives and events. He/She works closely with his/her colleagues to ensure the quality of the curricula and pedagogies within the Centre.

He/She works with his/her senior educators to set the direction for parent partnership, community engagement and talent management within the Centre. He/She possesses strong engagement skills and is able to build and leverage effective relationships with stakeholders. He/She also coaches his/her colleagues on their personal and professional development within the Centre.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Manage manpower resources	<ul style="list-style-type: none"> • Advise team on the design of initiatives to establish a culture of collaboration within the Centre • Develop the Centre’s manpower plans • Develop plans and structures to engender a culture of mentoring, coaching and capability development within the Centre • Execute capability development and coaching initiatives within the Centre
	Manage the Centre operations	<ul style="list-style-type: none"> • Lead implementation of improvements to systems, processes and operations • Manage the coherence of the Centre’s initiatives, systems and processes • Work with team leaders to identify challenges within the Centre • Assist in the management of the Centre’s budget
	Drive programmes and service excellence initiatives	<ul style="list-style-type: none"> • Lead team leaders to develop business strategies and governance management • Lead implementation of plans and structures to engender a culture of continuous learning within the Centre • Align the Centre’s vision, mission and values across programmes in the Centre • Lead team leaders to foster initiative and enterprise across teams
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Develop new teaching and learning approaches aligned to curriculum frameworks • Evaluate effectiveness of learning needs assessment • Lead development of new children engagement strategies in curriculum and pedagogies • Lead the implementation of quality classroom management strategies within the Centre • Drive improvements to teaching and learning approaches to enhance quality of learning environment • Drive implementation of appropriate health, safety, nutritional and hygiene standards and procedures at the Centre • Implement new teaching and learning methods, tools and assistive technologies based on emerging trends in the sector

The information contained in this document serves as a guide.

Deputy Centre Leader

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Build stakeholder relationships and partnerships	
	Uplift professional practice	<ul style="list-style-type: none"> • Develop team leaders' mentoring capabilities • Promote professional development and service quality improvement to staff within the Centre • Align the Centre's vision, mission and values across programmes in the Centre

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 4	Implement innovation and change within the Centre by working with management to gain stakeholders' support for innovation and change to enhance children's learning and development
Child Development Assessment	Level 5	Promote the use of a variety of assessment methods to gather information on children's development to plan appropriate curriculum and effective instruction and to design child-centric learning experiences and create a conducive learning environment
Child Observation	Level 4	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 4	Develop safety standards, procedures and appropriate courses of action to ensure the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 4	Evaluate the implementation of developmentally appropriate child supervision strategies and guidance techniques to ensure that they cater to children's diverse needs
Coaching and Mentoring for Educators	Level 3	Implement coaching and mentoring models and methods to address specific colleagues' developmental needs
Collaborative Practices with Stakeholders across Disciplines	Level 5	Design processes for collaborative practices facilitation in the Centre to provide integrated care-giving and education for all children
Community Partnership	Level 5	Lead the establishment of professional collaborations with the community
Data and Information Management	Level 5	Identify, manage and analyse data and information collected for planning, monitoring and reviewing of child development programmes and Centre's operations
Diversity and Inclusion	Level 4	Promote the importance and integration of diversity and inclusion in the interactions, design and conduct of programmes and activities for children within the Centre through guiding and evaluating developmentally appropriate child supervision strategies and guidance techniques to cater to children's diverse needs
Early Childhood Curriculum Design	Level 5	Evaluate the Centre's curriculum approaches to incorporate key theories, trends and good practices to ensure holistic learning experiences
Early Childhood Pedagogical Practice	Level 5	Develop Centre's pedagogical practices and lead educators to implement developmentally appropriate pedagogical practices to facilitate care and meaningful daily learning experiences

The information contained in this document serves as a guide.

Deputy Centre Leader

TECHNICAL SKILLS AND COMPETENCIES		
Early Childhood Programme Planning	Level 5	Formulate the Centre's programme objectives, structure and implementation to ensure that they cater to the development and wellbeing of children of various age groups and needs
Ethical Conduct and Professional Integrity	Level 4	Monitor organisation operations to safeguard rights and interests of children, parents and educators, and role model the standards of ethics and values in the Centre
Family and Caregiver Engagement	Level 4	Develop partnerships with families and caregivers
Financial Administration	Level 3	Plan budget to meet the needs of the Centre and monitor the use of funds to ensure accountability
Health, Hygiene and Nutrition for Children	Level 5	Support the development and improvements of health, hygiene and nutritional standards and procedures
Interaction and Relationship	Level 4	Mentor staff to develop and enhance trusting and respectful relationships with children
Learning Environment Design	Level 5	Review the design of Centre's learning environment to ensure alignment to Centre's teaching philosophy, vision, mission, values, and programmes
Operations Management	Level 4	Manage resources, systems and processes to ensure operational efficiency in the Centre and business continuity during emergencies in compliance with relevant standards
Practitioner Inquiry	Level 5	Oversee inquiry projects in the Centre by harnessing research findings to review, innovate and design the curriculum and pedagogical approaches
Reflective Practice for Educators	Level 5	Foster a culture of reflective practice through providing opportunities for reflection and sharing in the Centre to improve professional practice
Resilience and Self-care	Level 4	Provide support to staff in managing their stress and emotions
Responsive Caregiving Approaches	Level 4	Monitor and review caregiving approaches and practices for improvement
Situation Management with Families and Community	Level 4	Develop and review the effectiveness of strategies, processes, and workplace practices for managing challenging situations
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre
Staff Continuous Learning	Level 5	Foster a culture of continuous learning by putting in place structures and processes to support staff's continuous learning and setting measures to assess effectiveness of these learning strategies within and across Centres
Team Management	Level 4	Implement strategies to manage staff performance and manpower resourcing
Visioning and Strategic Planning	Level 4	Guide team to align programmes and goals to the Centre's vision, mission and values

CRITICAL CORE SKILLS (TOP 5)			
Building Inclusivity	Advanced	Developing People	Advanced
Communication	Advanced	Digital Fluency	Intermediate
Sense Making	Intermediate		

The information contained in this document serves as a guide.

Centre Leader

JOB ROLE DESCRIPTION

The Centre Leader leads in developing strategic plans and structures to foster a culture of care and trust, mentoring, collaborative professionalism and continuous learning within the Centre. He/She is responsible for managing and enhancing Centre operations while adhering to industry regulations. He/She drives operational and programme excellence by developing strong processes in strategic areas such as governance, partnerships, continuous development, curriculum and pedagogy. He/She develops frameworks for sustained collaborative partnerships with stakeholders, possesses strong communication skills and is highly influential. He/She leads in modelling the Centre's mission, vision and values, and oversees the well-being of all staff in the Centre.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Manage manpower resources	<ul style="list-style-type: none"> • Lead the design of initiatives to establish a culture of collaboration within the Centre • Review Centre's manpower plans • Establish strategies to engender a culture of mentoring, coaching and capability development within the Centre • Drive capability development and coaching initiatives within the Centre
	Manage Centre operations	<ul style="list-style-type: none"> • Lead the development of improvements on systems, processes and operations • Review the coherence of Centre's initiatives, systems and processes • Develop preventive and pre-emptive strategies for challenges faced by team leaders within the Centre • Manage the budget for day-to-day operations in the Centre
	Drive programmes and service excellence initiatives	<ul style="list-style-type: none"> • Lead Centre to develop Centre strategic priorities, culture and governance • Establish plans and structures to engender a culture of continuous learning within the Centre • Drive buy-in on vision, mission and values within the Centre • Drive initiative and enterprise within the Centre
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Drive the design of quality teaching and learning approaches beyond the Centre level • Drive the enhancement of learning needs assessment processes and structures • Align children engagement strategies in accordance with Centre policies • Drive the development of quality classroom management strategies in accordance with leading practices beyond the Centre level • Evaluate improvements made to enhance quality of learning environment • Advocate the importance of appropriate health, safety, nutritional and hygiene standards and procedures beyond the Centre level • Lead the development of new teaching and learning methods, tools and assistive technologies based on emerging trends in the sector

The information contained in this document serves as a guide.

Centre Leader

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Build stakeholder relationships and partnerships	
	Uplift professional practice	<ul style="list-style-type: none"> • Establish plans and structures to engender a culture of mentoring within the Cluster • Drive professional development, training, workshops, educational initiatives and service quality improvement of professionals • Drive buy-in on vision, mission and values within the Centre

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 5	Establish the Centre's innovation and change management strategies and policies and mobilise internal resources to support critical transformations
Child Development Assessment	Level 5	Promote the use of a variety of assessment methods to gather information on children's development to plan appropriate curriculum and effective instruction and to design child-centric learning experiences and create a conducive learning environment
Child Observation	Level 4	Lead adoption and refinement of observation and documentation tools to enhance teaching effectiveness and reinforce and/or extend children's learning and development
Child Safety and Protection	Level 5	Establish policies and processes on safety standards and procedures, and appropriate course of action for the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 4	Evaluate the implementation of developmentally appropriate child supervision strategies and guidance techniques to ensure that they cater to children's diverse needs
Coaching and Mentoring for Educators	Level 4	Develop team leaders' coaching and mentoring capabilities to build a culture of mentoring in the Centre
Collaborative Practices with Stakeholders across Disciplines	Level 5	Design processes for collaborative practices facilitation in the Centre to provide integrated care-giving and education for all children
Community Partnership	Level 5	Lead the establishment of professional collaborations with the community
Data and Information Management	Level 6	Develop guidelines and SOPs for collection and management of data and information and drive the use of analysed data and information to improve child development programmes and Centre's operations
Diversity and Inclusion	Level 5	Engender a culture of diversity and inclusion in the Centre through curriculum leadership, staff training and partnerships with stakeholders
Early Childhood Curriculum Design	Level 5	Evaluate the Centre's curriculum approaches to incorporate key theories, trends and good practices to ensure holistic learning experiences
Early Childhood Pedagogical Practice	Level 5	Develop Centre's pedagogical practices and lead educators to implement developmentally appropriate pedagogical practices to facilitate care and meaningful daily learning experiences

The information contained in this document serves as a guide.

Centre Leader

TECHNICAL SKILLS AND COMPETENCIES		
Early Childhood Programme Planning	Level 5	Formulate the Centre's programme objectives, structure and implementation to ensure that they cater to the development and wellbeing of children of various age groups and needs
Ethical Conduct and Professional Integrity	Level 5	Drive the standards of professionalism, ethics and values to lead in the resolution of ethical dilemmas
Family and Caregiver Engagement	Level 5	Establish partnerships with parents and families to develop a climate of care, respect and trust among Early Childhood and Early Intervention teachers, families and caregivers
Financial Administration	Level 3	Plan budget to meet the needs of the Centre and monitor the use of funds to ensure accountability
Health, Hygiene and Nutrition for Children	Level 6	Establish health, nutritional and hygiene standards and procedures
Interaction and Relationship	Level 4	Mentor staff to develop and enhance trusting and respectful relationships with children
Learning Environment Design	Level 5	Review the design of Centre's learning environment to ensure alignment to Centre's teaching philosophy, vision, mission, values, and programmes
Operations Management	Level 5	Establish resources, systems and processes to ensure operational efficiency in the Centre and business continuity during emergencies in compliance with relevant standards
Practitioner Inquiry	Level 5	Oversee inquiry projects in the Centre by harnessing research findings to review, innovate and design the curriculum and pedagogical approaches
Reflective Practice for Educators	Level 5	Foster a culture of reflective practice through providing opportunities for reflection and sharing in the Centre to improve professional practice
Resilience and Self-care	Level 5	Set policies and systems to help staff build resilience and overcome barriers to effective management of health and well-being
Responsive Caregiving Approaches	Level 4	Monitor and review caregiving approaches and practices for improvement
Situation Management with Families and Community	Level 4	Develop and review the effectiveness of strategies, processes, and workplace practices for managing challenging situations
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre
Staff Continuous Learning	Level 5	Foster a culture of continuous learning by putting in place structures and processes to support staff's continuous learning and setting measures to assess effectiveness of these learning strategies within and across Centres
Team Management	Level 5	Develop manpower resourcing and performance management strategies to achieve desired organisational goals and succession planning
Visioning and Strategic Planning	Level 5	Develop and review Centre's vision, mission and values and formulate a strategic plan and set directions to guide the Centre to achieve its goals

CRITICAL CORE SKILLS (TOP 5)			
Building Inclusivity	Advanced	Developing People	Advanced
Communication	Advanced	Digital Fluency	Intermediate
Decision Making	Intermediate		

The information contained in this document serves as a guide.

Senior Centre Leader

JOB ROLE DESCRIPTION

The Senior Centre Leader oversees and leads a Cluster of Centres. He/She plays an active role as a mentor to their juniors, guiding them in the development of strategic plans and structures to ensure that the Centres they lead deliver high quality programmes and lessons for the children.

As an experienced leader in the area of Centre management, the Senior Centre Leader advances professionalism and organisation excellence through mentoring Centre Leaders on Centre operations management, process improvements and governance across Centres. He/She possesses strong leadership skills and is able to build and leverage effective relationships with stakeholders. He/She drives the conceptualisation of Cluster wide networking plans to establish and sustain collaborative partnerships with stakeholders.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Manage manpower resources	<ul style="list-style-type: none"> • Drive initiatives to establish a culture of collaboration across the Cluster • Review manpower plans across the Cluster • Establish a culture of mentoring and lifelong learning across the Cluster • Drive organisational talent capability initiatives to develop high potential employees across the Cluster
	Manage the Centre operations	<ul style="list-style-type: none"> • Drive the development of improvements on systems, processes and operations across the Cluster • Drive the coherence and alignment of initiatives, systems and processes across the Cluster • Develop preventive and pre-emptive strategies for challenges faced by the Centre leaders • Oversee budget and financial processes of the Centre in alignment with the Centre's objectives and organisation's strategic direction
	Drive programmes and service excellence initiatives	<ul style="list-style-type: none"> • Lead the development of the Centre strategic priorities, culture and governance across the Cluster • Champion plans and structures to engender a culture of continuous learning across the Cluster • Drive alignment to the organisational vision, mission and values • Drive strategic development of initiative and enterprise across the Cluster
	Build stakeholder relationships and partnerships	<ul style="list-style-type: none"> • Inculcate a culture of collaboration across the Cluster • Drive initiatives for strategic partnerships and collaborations with families and community stakeholders across the Cluster • Establish a culture of professional collaboration with families and community stakeholders across the Centres • Champion initiatives that build business relationships across the Cluster • Drive the Centre initiatives, families and community programmes and initiatives across the Cluster
	Uplift professional practice	<ul style="list-style-type: none"> • Facilitate plans and structures to engender a culture of mentoring across the Cluster • Align professional development, training, workshops, educational initiatives and service quality improvement of professionals from leading practices within the sector • Drive alignment to the organisational vision, mission and values across the Centres

The information contained in this document serves as a guide.

Senior Centre Leader

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 6	Create an environment conducive for innovation and change and share best practices across the Cluster
Child Development Assessment	Level 6	Advocate the importance of assessment and drive the adoption of emerging assessment tools and good practices in child assessment to create child-centric learning experiences
Child Observation	Level 5	Drive the development and review of observation and documentation tools while providing guidance to Centres to enhance teaching and learning effectiveness
Child Safety and Protection	Level 5	Establish policies and processes on safety standards and procedures, and appropriate course of action for the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 5	Drive the review of Centres' guidelines on child guidance and behaviour management within the Cluster to ensure alignment with organisation's philosophy and compliance with regulatory requirements
Coaching and Mentoring for Educators	Level 5	Establish plans and structures to engender a culture of mentoring within the Cluster
Collaborative Practices with Stakeholders across Disciplines	Level 6	Drive collaborative practices in the organisation to provide integrated care-giving and education for all children and ensure alignment across Centres
Community Partnership	Level 6	Drive culture of professional collaboration with community stakeholders across Centres
Data and Information Management	Level 6	Develop guidelines and SOPs for collection and management of data and information and drive the use of analysed data and information to improve child development programmes and Centre's operations
Diversity and Inclusion	Level 6	Review structures, processes and approaches and provide relevant teacher training to enable diversity and inclusion in children's learning, interaction and activities
Early Childhood Curriculum Design	Level 6	Drive the development and review of curriculum for Centres, according to national guidelines and evidence-based research
Early Childhood Pedagogical Practice	Level 6	Drive the review and development of pedagogical practices for Centres to facilitate meaningful daily learning experiences and activities for children across Centres
Early Childhood Programme Planning	Level 6	Drive the review of programme planning and implementation across Centres to ensure alignment with organization's philosophy of teaching and learning
Ethical Conduct and Professional Integrity	Level 6	Cultivate professional, legal and ethical accountability and responsibility within the sector
Family and Caregiver Engagement	Level 6	Drive culture of strategic and sustained collaborations with families and caregivers to support the development of children across Centres
Financial Administration	Level 4	Ensure that budget and financial processes support Centre's objectives and are in line with organisation's strategic directions
Health, Hygiene and Nutrition for Children	Level 6	Establish health, nutritional and hygiene standards and procedures
Interaction and Relationship	Level 5	Guide Centres in enhancing trusting and respectful relationships with children
Learning Environment Design	Level 6	Drive the planning and development of strategies for quality learning environment for Centres
Operations Management	Level 6	Drive alignment of plans, systems and processes to ensure operational efficiency and business continuity during emergencies across Centres
Practitioner Inquiry	Level 6	Drive culture of practitioner inquiry, structures and processes to enable and equip educators with the tools for practitioner inquiry across Centres
Reflective Practice for Educators	Level 6	Enhance structures and processes to provide relevant training on continuous professional learning and improvement through reflective practice

The information contained in this document serves as a guide.

Senior Centre Leader

TECHNICAL SKILLS AND COMPETENCIES			
Resilience and Self-care	Level 6	Establish systems and processes to build and sustain a culture of resilience and self-care across the Centres	
Responsive Caregiving Approaches	Level 5	Drive the development and improvements for caregiving approaches and practices for Centres	
Situation Management with Families and Community	Level 5	Establish policies and procedures for effective management of challenging situations across Centres	
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre	
Staff Continuous Learning	Level 5	Foster a culture of continuous learning by putting in place structures and processes to support staff's continuous learning and setting measures to assess effectiveness of these learning strategies within and across Centres	
Team Management	Level 6	Evaluate developed manpower resourcing strategies and performance management systems	
Visioning and Strategic Planning	Level 6	Oversee Centres' alignment to their vision, mission and values and provide relevant guidance in the development and implementation of their strategic plans	
CRITICAL CORE SKILLS (TOP 5)			
Communication	Advanced	Transdisciplinary Thinking	Intermediate
Influence	Advanced	Global Perspective	Intermediate
Sense Making	Advanced		

The information contained in this document serves as a guide.

Notes

Learning Support



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Senior Learning Support Educator

A. Susila

Presbyterian Community Services

A RISING EMPHASIS ON INCLUSIVE PRACTICE

Every child has a unique developmental trajectory. While some speed through their developmental milestones, others require additional support to help them realise their potential, A. Susila shares.

As a Senior Learning Support Educator at Presbyterian Community Services, her role is to identify the children who need this additional support, and to work with both teachers and families to implement necessary interventions.

A. Susila's work with children with developmental needs began in 2000, 13 years after she first entered the Early Childhood sector as an Assistant Teacher. Then, her role involved helping children with developmental needs integrate into the mainstream classrooms. As she progressed over the years and assumed the role of a Resource Teacher, she became more empowered to ensure children receive help as early as possible, an experience she describes as both enriching and inspiring.

In 2013, she briefly left the field to pursue a bachelor's degree in psychology and counselling, and upon returning to the sector in 2015, she shifted her career to focus on learning support.

Today, as a Senior Learning Support Educator, A. Susila specialises in interventions. The work requires good collaboration and communication skills as it can be challenging to get the family and caregivers to follow through with the interventions. An example would be working with children from transnational families where

"By marking out the skills and career paths for Learning Support Educators and Early Intervention Educators, the Skills Framework empowers educators to keep up to date with emerging topics and trends as the sector evolves."

the caregivers do not have the literacy skills to support the children's language development.

Such situations force her to get creative. "I spoke to the parents of a peer who lived two floors above the student, and got permission for the two children to spend time together so the student could practice the skills gained during the intervention session," she says.

She adds that over the years, she has also found plenty of rewarding moments, like each time a child shows improvement, or when she won the Outstanding Early Intervention Professional at the ECDA Awards 2021.

"I'm grateful that the Early Childhood sector is increasingly acknowledging that children have diverse needs", she says, noting that "the Skills Framework for Early Childhood can enhance the inclusive education capabilities of Early Childhood educators".

By marking out the skills and career paths for Learning Support Educators and Early Intervention Educators, the framework empowers educators to "keep up to date with Early Childhood topics and trends as the sector evolves", she explains.

The hope is that this will continue to spur development and collaboration between the educators in the field, so that Early Childhood educators will more equipped to create a quality and inclusive learning environment.

Learning Support Educator

JOB ROLE DESCRIPTION

The Learning Support Educator provides learning support to children in helping them develop academic, behavioural social and communication skills. He/She assesses the children's learning, develops plans and progress reports, and supports the management of children in a classroom setting. He/She works to identify children who require low levels of support through the use of standardised assessments and other relevant information. He/She also works closely with the Early Childhood educators and families of the children to further guide them in developing the children's learning needs.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan curriculum and programmes	<ul style="list-style-type: none"> • Conduct screening and assessment of children's strengths and needs according to their developmental milestones • Perform case formulation • Collate case notes • Draft recommendation of packages based on case notes • Prepare for the presentation of screening outcomes • Review health, safety, nutritional and hygiene practices in accordance with standards and procedures
	Deliver interventions	<ul style="list-style-type: none"> • Conduct baseline assessments • Develop individual education plan and appropriate teaching materials • Deliver support based on the needs of the children, appropriate methods and tools to meet the diverse needs of the children and intensity required for each package • Collaborate with teachers to implement teaching and classroom management strategies to increase children's participation in the class • Conduct post-screening for children who have completed interventions • Gather evidence on the effectiveness of each session • Track children's learning progress, goals and family outcomes in coordination with mainstream preschool teachers • Prepare end of intervention report
	Collaborate with families and stakeholders across disciplines	<ul style="list-style-type: none"> • Coordinate class-based activities with mainstream preschool teacher to ensure that strategies are generalised back into the classroom • Engage families and caregivers to enhance children's learning results
	Manage family and community programmes	<ul style="list-style-type: none"> • Implement family and community programmes and initiatives • Identify areas of improvement for family and community programmes and initiatives • Develop outreach activities to promote Early Intervention programmes and services

The information contained in this document serves as a guide.

Learning Support Educator

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
		Uplift professional practice of Learning Support

TECHNICAL SKILLS AND COMPETENCIES		
Child Observation	Level 3	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 3	Ensure adherence to Centre's procedures for management of accidents, emergencies and suspected child abuse and neglect
Child Screening and Assessment	Level 3	Conduct screening and assessment of children's strengths and needs according to their developmental milestones, and formulate interventions plan based on data gathered from the screening and assessment
Classroom Management and Guidance of Children's Behaviour	Level 3	Refine implementation of developmentally appropriate child supervision strategies and guidance techniques to meet children's diverse needs
Collaborative Practices with Stakeholders across Disciplines	Level 3	Identify stakeholders to participate and conduct collaborative practices with to provide integrated care-giving and education for all children
Community Partnership	Level 3	Foster collaborations with community stakeholders
Data and Information Management	Level 3	Collect child personal and development related data and information in adherence to Centre's guidelines and Standard Operating Procedures (SOPs) on management of private and confidential information
Diversity and Inclusion	Level 2	Apply principles of diversity and inclusion in interactions and implementation of activities for children
Early Intervention Principles and Practices	Level 3	Demonstrate key principles of Early Intervention and transdisciplinary practices and approaches independently
Ethical Conduct and Professional Integrity	Level 2	Demonstrate principles of ethical conduct, policies and procedures and inclusive work practices in professional activities
Family and Caregiver Engagement	Level 2	Support families and caregivers in shaping the development of their children under supervision
Health, Hygiene and Nutrition for Children	Level 3	Adapt health, hygiene and nutritional approaches to meet the diverse needs of children
Interaction and Relationship	Level 3	Deepen relationships with children through positive interactions
Learning Environment Design	Level 3	Design quality indoor and outdoor learning environment according to children's developmental milestones to engage children purposefully

The information contained in this document serves as a guide.

Learning Support Educator

TECHNICAL SKILLS AND COMPETENCIES			
Learning Support Session Planning and Implementation	Level 3	Develop tailored Learning Support sessions to be implemented for children with developmental needs	
Practitioner Inquiry	Level 3	Participate in practitioner inquiry with guidance from colleagues	
Professional Advice and Engagement	Level 2	Provide professional advice in engagements with caregivers, families and Early Childhood educators	
Reflective Practice for Educators	Level 3	Engage in a systematic reflection to critically evaluate one's beliefs, values and practices against child development theories and pedagogical knowledge to improve practice	
Resilience and Self-care	Level 2	Apply self-care and stress management techniques to enhance one's well-being	
Situation Management with Families and Community	Level 3	Apply effective stakeholder management strategies to facilitate the resolution of challenging situations	
CRITICAL CORE SKILLS (TOP 5)			
Adaptability	Intermediate	Customer Orientation	Intermediate
Building Inclusivity	Basic	Transdisciplinary Thinking	Intermediate
Collaboration	Intermediate		

The information contained in this document serves as a guide.

Senior Learning Support Educator

JOB ROLE DESCRIPTION

The Senior Learning Support Educator guides colleagues on identifying children who require low levels of support through the use of standardised assessments and other relevant information. He/She also looks into complex cases which require deeper observations and analysis.

He/She helps establish the developmental needs of the child and works with colleagues to develop the abilities of the child. He/She also develops relationships with key stakeholders and families of the children to drive awareness of the interventions.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan curriculum and programmes	<ul style="list-style-type: none"> • Review the screening and assessment outcomes of children's strengths and needs according to their developmental milestones • Review case formulation • Review case notes • Develop recommendation of packages based on case notes • Present screening outcomes • Lead implementation of appropriate health, safety, nutritional and hygiene standards and procedures
	Deliver interventions	<ul style="list-style-type: none"> • Validate baseline assessments • Refine individual education plan and appropriate teaching materials • Lead delivery of support based on the needs of the child, appropriate methods and tools to meet the diverse needs of the children and intensity required for each package • Refine collaboration strategies on teaching and classroom management strategies to increase children's participation in the class • Validate post-screening conducted for children who have completed interventions • Refine methods and materials based on evidence gathered • Review children's learning progress, goals and family outcomes in coordination with mainstream preschool teachers • Review end of intervention report
	Collaborate with families and stakeholders across disciplines	<ul style="list-style-type: none"> • Lead coordination of class-based activities with mainstream preschool teacher to ensure that strategies are generalised back into the classroom • Advise families and caregivers to enhance children's learning results
	Manage family and community programmes	<ul style="list-style-type: none"> • Lead implementation of family and community programmes and initiatives • Review the identified improvement areas for overall plans for family and community programmes and initiatives • Refine outreach activities in promoting Early Intervention programmes and services

The information contained in this document serves as a guide.

Senior Learning Support Educator

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
		Uplift professional practice of Learning Support

TECHNICAL SKILLS AND COMPETENCIES		
Child Observation	Level 4	Apply strategies to observe and document children’s learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 4	Develop safety standards, procedures and appropriate courses of action to ensure the safety and protection of children
Child Screening and Assessment	Level 4	Guide colleagues on the case conceptualisation and intervention plan formulation based on the data gathered from screening and assessment
Classroom Management and Guidance of Children’s Behaviour	Level 4	Evaluate the implementation of developmentally appropriate child supervision strategies and guidance techniques to ensure that they cater to children’s diverse needs
Coaching and Mentoring for Educators	Level 2	Coach and mentor colleagues
Collaborative Practices with Stakeholders across Disciplines	Level 4	Supervise the team on collaborative practices to provide integrated caregiving and education for all children
Community Partnership	Level 4	Co-lead collaborative projects with community stakeholders
Data and Information Management	Level 4	Study and interpret child personal and development related data and information in compliance to Centre’s guidelines and SOPs on management of private and confidential information
Diversity and Inclusion	Level 3	Mentor educators to apply principles of diversity and inclusion in the interactions and activities for children
Early Intervention Principles and Practices	Level 4	Integrate transdisciplinary approaches in Early Intervention and provide guidance for interventions
Ethical Conduct and Professional Integrity	Level 3	Ensure relevant ethical decision-making based on principles of professional ethics, conduct, policies and procedures and inclusive work practices
Family and Caregiver Engagement	Level 3	Engage families and caregivers through the Centre’s collaborative programmes and activities to guide them in decision making for the child
Health, Hygiene and Nutrition for Children	Level 4	Review health, hygiene and nutritional standards and procedures for improvements
Interaction and Relationship	Level 4	Mentor staff to develop and enhance trusting and respectful relationships with children

The information contained in this document serves as a guide.

Senior Learning Support Educator

TECHNICAL SKILLS AND COMPETENCIES			
Learning Environment Design	Level 4	Guide the design of learning environment to ensure a purposeful integration of learning approaches for children of different age groups and needs	
Learning Support Session Planning and Implementation	Level 4	Guide the planning and implementation of tailored Learning Support sessions for children with developmental needs	
Practitioner Inquiry	Level 4	Conduct inquiry projects through guiding colleagues to conduct inquiry on their practice based on identified topics	
Professional Advice and Engagement	Level 3	Provide professional advice in engagements with peers and other professionals in a transdisciplinary or multidisciplinary setting	
Reflective Practice for Educators	Level 4	Lead reflective practice efforts to bring about improvements in practice	
Resilience and Self-care	Level 3	Develop self-care plans to manage one's stress	
Situation Management with Families and Community	Level 3	Apply effective stakeholder management strategies to facilitate the resolution of challenging situations	
Social Service (Early Intervention) Programme Development and Implementation	Level 4	Manage Centre-level programmes	
Staff Communication and Engagement	Level 3	Implement staff communication plans and engagement initiatives	
Staff Continuous Learning	Level 3	Support staff in developing their skills by facilitating learning opportunities and coaching them	
CRITICAL CORE SKILLS (TOP 5)			
Adaptability	Intermediate	Customer Orientation	Advanced
Building Inclusivity	Intermediate	Transdisciplinary Thinking	Advanced
Collaboration	Intermediate		

The information contained in this document serves as a guide.

Lead Learning Support Educator

JOB ROLE DESCRIPTION

The Lead Learning Support Educator guides the team on the calibration of assessment on children's learning needs, especially on more complex cases which require deeper observations and analysis. He/She also oversees, develops and reviews appropriate intervention plans that are in line with the children's individual education plan, and monitors the progress of his/her team in implementing interventions. He/She also supports and mentors his/her colleague and participates in their resourcing.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan curriculum and programmes	<ul style="list-style-type: none"> • Guide the conduct of screening and assessment of children's strengths and needs according to their developmental milestones • Guide case formulation • Endorse case notes • Evaluate appropriate recommendation of packages independently based on case notes • Lead the presentation of screening outcomes • Drive implementation of appropriate health, safety, nutritional and hygiene standards and procedures at the Centre
	Deliver interventions	<ul style="list-style-type: none"> • Lead the conduct of baseline assessments • Review development of individual education plan and appropriate teaching materials • Evaluate quality of support delivery based on the needs of the child, appropriate methods and tools to meet the diverse needs of the children and intensity required for each package • Coach colleagues in developing and refining collaboration strategies on teaching and classroom management with teachers to increase children's participation in the class • Review post-screening reports for children who have completed interventions • Review refinement of methods and materials based on effectiveness evaluation • Lead the enhancements of existing processes that document children's learning progress, goals and family outcomes with mainstream preschool teachers • Endorse end of intervention report
	Collaborate with families and stakeholders across disciplines	<ul style="list-style-type: none"> • Refine Centre-based activities with mainstream preschool teacher to ensure that strategies are generalised back into the classroom • Lead implementation of the Centre partnership strategies with families and caregivers to enhance children's learning results
	Manage family and community programmes	<ul style="list-style-type: none"> • Review family and community programmes and initiatives • Plan the enhancements of programmes and initiatives at Centre-level, cross-Centre level and Centre-family-community level • Drive the development of new promotional activities of Early Intervention programmes and services

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Lead Learning Support Educator

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
		Uplift professional practice of Learning Support

TECHNICAL SKILLS AND COMPETENCIES		
Child Observation	Level 4	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 4	Develop safety standards, procedures and appropriate courses of action to ensure the safety and protection of children
Child Screening and Assessment	Level 5	Manage the supervision of colleagues to ensure that the intervention is planned according to the child's development milestones and principles
Classroom Management and Guidance of Children's Behaviour	Level 4	Evaluate the implementation of developmentally appropriate child supervision strategies and guidance techniques to ensure that they cater to children's diverse needs
Reflective Practice for Educators	Level 3	Implement coaching and mentoring models and methods to address specific colleagues' developmental needs
Collaborative Practices with Stakeholders across Disciplines	Level 5	Design processes for collaborative practices facilitation in the Centre to provide integrated care-giving and education for all children
Community Partnership	Level 5	Lead the establishment of professional collaborations with the community
Data and Information Management	Level 5	Identify, manage and analyse data and information collected for planning, monitoring and reviewing of child development programmes and Centre's operations
Diversity and Inclusion	Level 4	Promote the importance and integration of diversity and inclusion in the interactions, design and conduct of programmes and activities for children within the Centre through guiding and evaluating developmentally appropriate child supervision strategies and guidance techniques to cater to children's diverse needs
Early Intervention Principles and Practices	Level 5	Evaluate practices to ensure they are aligned to Early Intervention principles
Ethical Conduct and Professional Integrity	Level 4	Monitor organisation operations to safeguard rights and interests of children, parents and educators, and role model the standards of ethics and values in the Centre
Family and Caregiver Engagement	Level 4	Develop partnerships with families and caregivers

The information contained in this document serves as a guide.

Lead Learning Support Educator

TECHNICAL SKILLS AND COMPETENCIES			
Health, Hygiene and Nutrition for Children	Level 5	Support the development and improvements of health, hygiene and nutritional standards and procedures	
Interaction and Relationship	Level 4	Mentor staff to develop and enhance trusting and respectful relationships with children	
Learning Environment Design	Level 5	Review the design of Centre's learning environment to ensure alignment to Centre's teaching philosophy, vision, mission, values, and programmes	
Learning Support Session Planning and Implementation	Level 5	Evaluate tailored Learning Support session plans for children with developmental needs	
Practitioner Inquiry	Level 5	Oversee inquiry projects in the Centre by harnessing research findings to review, innovate and design the curriculum and pedagogical approaches	
Professional Advice and Engagement	Level 4	Provide professional advice in engagements within the organisation and with external organisations in a transdisciplinary or multidisciplinary setting	
Reflective Practice for Educators	Level 5	Foster a culture of reflective practice through providing opportunities for reflection and sharing in the Centre to improve professional practice	
Resilience and Self-care	Level 4	Provide support to staff in managing their stress and emotions	
Situation Management with Families and Community	Level 4	Develop and review the effectiveness of strategies, processes, and workplace practices for managing challenging situations	
Social Service (Early Intervention) Programme Development and Implementation	Level 4	Manage Centre-level programmes	
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre	
Staff Continuous Learning	Level 4	Drive learning and development within Centre in alignment to Centre's goals	
CRITICAL CORE SKILLS (TOP 5)			
Building Inclusivity	Advanced	Developing People	Intermediate
Collaboration	Advanced	Sense Making	Advanced
Customer Orientation	Advanced		

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Senior Lead Learning Support Educator

JOB ROLE DESCRIPTION

The Senior Lead Learning Support Educator plans and drives the overall level of Learning Support provided to children across Centres. He/She drives the delivery of Learning Support tailored to the needs of the children in the Centre, and continually oversees support on teaching and classroom management strategies provided to Early Childhood educators. He/She also leads stakeholder partnerships and drives Centre and community initiatives. He/She is responsible for performing and presenting research in Learning Support teaching to the wider community.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan curriculum and programmes	<ul style="list-style-type: none"> • Drive improvements in the screening and assessment of children's strengths and needs according to their developmental milestones • Advise on case formulation • Drive development of packages based on leading practices • Spearhead the discussion of presented screening outcomes with relevant clinicians • Advocate the importance of appropriate health, safety, nutritional and hygiene standards and procedures
	Deliver interventions	<ul style="list-style-type: none"> • Drive improvements on the processes and structures to conduct baseline assessments • Drive improvements on the developed individual education plans and appropriate teaching materials • Drive improvements in support delivery based on the needs of the child, appropriate methods and tools to meet the diverse needs of the children and intensity required for each package • Drive the development of new teaching and classroom management strategies to increase children's participation in the class • Drive improvements to the processes and structures of post-screening for children who have completed interventions • Endorse refinement of methods and materials based on sector and the Centre leading practices • Drive alignment with mainstream preschool teachers on children's learning progress, goals and family outcomes
	Collaborate with families and stakeholders across disciplines	<ul style="list-style-type: none"> • Drive alignment of activities to strategies at the Cluster level • Drive new partnerships to improve intervention programmes and services provided by the Centres for best learning results for children
	Manage family and community programmes	<ul style="list-style-type: none"> • Lead the strategic development of family and community programmes and initiatives at the Cluster level • Drive the enhancements of programmes and initiatives at Centre-level, cross-Centre level and Centre-family-community level initiatives, Centre-family-community • Strategise the promotion of Early Intervention programmes and services

The information contained in this document serves as a guide.

Senior Lead Learning Support Educator

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
		Uplift professional practice of Learning Support

TECHNICAL SKILLS AND COMPETENCIES		
Child Observation	Level 5	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 5	Establish policies and processes on safety standards and procedures, and appropriate course of action for the safety and protection of children
Child Screening and Assessment	Level 6	Synergise the implementation of structures to ensure quality in the screening, assessment, intervention and evaluation process
Classroom Management and Guidance of Children's Behaviour	Level 5	Drive the review of Centres' guidelines on child guidance and behaviour management within the Cluster to ensure alignment with organisation's philosophy and compliance with regulatory requirements
Coaching and Mentoring for Educators	Level 4	Develop team leaders' coaching and mentoring capabilities to build a culture of mentoring in the Centre
Collaborative Practices with Stakeholders across Disciplines	Level 6	Drive collaborative practices in the organisation to provide integrated care-giving and education for all children and ensure alignment across Centres
Community Partnership	Level 5	Lead the establishment of professional collaborations with the community
Data and Information Management	Level 6	Develop guidelines and SOPs for collection and management of data and information and drive the use of analysed data and information to improve child development programmes and Centre's operations
Diversity and Inclusion	Level 5	Engender a culture of diversity and inclusion in the Centre through curriculum leadership, staff training and partnerships with stakeholders
Early Intervention Principles and Practices	Level 6	Drive enhancements to practices in the Centre to better align to Early Intervention principles
Ethical Conduct and Professional Integrity	Level 5	Drive the standards of professionalism, ethics and values to lead in the resolution of ethical dilemmas
Family and Caregiver Engagement	Level 5	Establish partnerships with parents and families to develop a climate of care, respect and trust among Early Childhood and Early Intervention teachers, families and caregivers
Health, Hygiene and Nutrition for Children	Level 6	Establish health, nutritional and hygiene standards and procedures
Interaction and Relationship	Level 5	Guide Centres in enhancing trusting and respectful relationships with children

The information contained in this document serves as a guide.

Senior Lead Learning Support Educator

TECHNICAL SKILLS AND COMPETENCIES			
Learning Environment Design	Level 6	Drive the planning and development of strategies for quality learning environment for Centres	
Learning Support Session Planning and Implementation	Level 6	Drive the planning and development of strategies and endorse tailored Learning Support session plans for children across the Cluster	
Practitioner Inquiry	Level 6	Drive culture of practitioner inquiry, structures and processes to enable and equip educators with the tools for practitioner inquiry across Centres	
Professional Advice and Engagement	Level 5	Drive standards and practices in professional consultation within the organisation	
Reflective Practice for Educators	Level 6	Enhance structures and processes to provide relevant training on continuous professional learning and improvement through reflective practice	
Resilience and Self-care	Level 5	Set policies and systems to help staff build resilience and overcome barriers to effective management of health and well-being	
Situation Management with Families and Community	Level 5	Establish policies and procedures for effective management of challenging situations across Centres	
Social Service (Early Intervention) Programme Development and Implementation	Level 5	Refine the planning, implementation and evaluation of programmes for scaling up across multiple Centres	
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre	
Staff Continuous Learning	Level 5	Foster a culture of continuous learning by putting in place structures and processes to support staff's continuous learning and setting measures to assess effectiveness of these learning strategies within and across Centres	
CRITICAL CORE SKILLS (TOP 5)			
Building Inclusivity	Advanced	Sense Making	Advanced
Collaboration	Advanced	Influence	Advanced
Developing People	Advanced		

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Cluster Manager

JOB ROLE DESCRIPTION

The Cluster Manager oversees the daily operations in the deployment of the team across Centres and ensures the team operates in compliance with all policies. He/She also manages manpower resources, including onboarding and staff development. He/She possesses strong leadership skills and is able to build and leverage effective relationships with stakeholders. He/She also drives the overall initiatives for cross-Centre programmes, curricula and quality of learning.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Manage manpower resources	<ul style="list-style-type: none"> • Drive the implementation of recruitment strategies • Drive the development of manpower plans • Drive staff development, training and mentorship programmes • Drive development of new strategies to improve staff performance
	Manage the Centre operations	<ul style="list-style-type: none"> • Lead enhancements of programme performance • Prepare annual work plans and budget plans • Lead the development of service programmes and initiatives • Set the Centre's Key Performance Indicators • Advocate the importance of appropriate health, safety, nutritional and hygiene standards and procedures • Drive service delivery improvements on systems, processes and operations
	Drive compliance and risk management activities	<ul style="list-style-type: none"> • Drive risk management initiatives • Establish new or revised policies, procedures and standards
	Drive programmes and service excellence initiative	<ul style="list-style-type: none"> • Develop the organisational directions for cross-Centre partnerships and delivery of services • Drive cross-Centre collaborations to enhance initiatives and programmes • Develop strategic long-term plans to improve the quality of the learning environments • Establish structures and processes for continuous enhancements of curriculum and programmes
	Manage student affairs	<ul style="list-style-type: none"> • Report student statistics to the relevant agencies • Set programme's directions for engagement with families, community and other stakeholders • Advise on escalated feedback from stakeholders • Advise on suitable programmes for student enrolment

Cluster Manager

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
		Collaborate with families and stakeholders across disciplines

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 6	Create an environment conducive for innovation and change and share best practices across the Cluster
Child Safety and Protection	Level 5	Establish policies and processes on safety standards and procedures, and appropriate course of action for the safety and protection of children
Coaching and Mentoring for Educators	Level 5	Establish plans and structures to engender a culture of mentoring within the Cluster
Collaborative Practices with Stakeholders across Disciplines	Level 6	Drive collaborative practices in the organisation to provide integrated care-giving and education for all children and ensure alignment across Centres
Community Partnership	Level 6	Drive culture of professional collaboration with community stakeholders across Centres
Data and Information Management	Level 6	Develop guidelines and SOPs for collection and management of data and information and drive the use of analysed data and information to improve child development programmes and Centre's operations
Diversity and Inclusion	Level 6	Review structures, processes and approaches and provide relevant teacher training to enable diversity and inclusion in children's learning, interaction and activities
Ethical Conduct and Professional Integrity	Level 6	Cultivate professional, legal and ethical accountability and responsibility within the sector
Financial Administration	Level 5	Lead the management of the organisation's short and long-term financial performance and financial risk management philosophy
Health, Hygiene and Nutrition for Children	Level 6	Establish health, nutritional and hygiene standards and procedures
Interaction and Relationship	Level 5	Guide Centres in enhancing trusting and respectful relationships with children
Learning Support Session Planning and Implementation	Level 6	Drive the planning and development of strategies and endorse tailored Learning Support session plans for children across the Cluster
Operations Management	Level 6	Drive alignment of plans, systems and processes to ensure operational efficiency and business continuity during emergencies across Centres
Professional Advice and Engagement	Level 6	Lead professional training and consultation to shape practices in the sector
Resilience and Self-care	Level 6	Establish systems and processes to build and sustain a culture of resilience and self-care across the Centres
Situation Management with Families and Community	Level 5	Establish policies and procedures for effective management of challenging situations across Centres

The information contained in this document serves as a guide.

Cluster Manager

TECHNICAL SKILLS AND COMPETENCIES			
Social Service (Early Intervention) Programme Development and Implementation	Level 6	Influence sector-wide development, implementation and review of programmes through advocacy of rigorous methodologies of planning, implementation and evaluation	
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre	
Staff Continuous Learning	Level 5	Foster a culture of continuous learning by putting in place structures and processes to support staff's continuous learning and setting measures to assess effectiveness of these learning strategies within and across Centres	
Team Management	Level 6	Evaluate developed manpower resourcing strategies and performance management systems	
CRITICAL CORE SKILLS (TOP 5)			
Developing People	Advanced	Decision Making	Advanced
Influence	Advanced	Problem Solving	Advanced
Digital Fluency	Advanced		

The information contained in this document serves as a guide.

Early Intervention



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Early Intervention Educator

Kum Hui Ting
Cerebral Palsy Alliance Singapore

KEEPING PACE WITH DIFFERENT DEVELOPMENTAL NEEDS

Tasks that we take for granted like learning to walk, talk, or even being toilet trained can be a major challenge for children with cerebral palsy and multiple disabilities. That's why as an Early Intervention Educator at Cerebral Palsy Alliance Singapore (CPAS), Hui Ting considers it a privilege to be able to help children of different developmental needs achieve their unique potential.

Her role involves introducing developmentally appropriate lessons and strategies into the classroom, and as she progresses, she hopes to take on more big picture work, like overseeing centre-wide programmes, developing outreach and guiding junior staff.

She entered the sector in 2017, motivated by her past experience working as a registry officer at the Family Courts and a social work assistant with Tan Tock Seng Hospital, both of which showed her the impact of giving children appropriate care from an early age.

To acquire the knowledge she needed for the job, Hui Ting took on an Advanced Diploma in Early Childhood Intervention (Special Needs) and Certificate in Autism (CIA). In fact, she continuously attends trainings both provided externally and internally by CPAS and aims to complete at least two a year.

"These help me develop the critical skills and strategies I need," she explains, adding that these courses are also

"Singapore's push forward to be an inclusive society has brought greater awareness and understanding towards children with developmental needs."

an avenue for her to learn from and network with other professionals in the industry.

"Like any educator, continuous learning is important to develop our skills and stay updated about information relating to children with different needs, conditions and from different age groups," she explains.

She believes that the Skills Framework for Early Childhood — which shows both existing and aspiring Early Childhood educators the different pathways and relevant courses they can take — is key to promoting this culture of learning.

This is important because although "over the last decade, Singapore's push to be an inclusive society has brought greater awareness and understanding in the community towards children with developmental needs," Hui Ting hopes more can be done, and upskilling is one way forward.

To those looking to join the sector, she shares: "People usually assume that interventionists are very patient people, but I believe it's my students that have taught me to be patient and optimistic."

"Children find joy and excitement in small things and I've learnt as much from my students as I teach them! If you enjoy learning alongside young children, you will be a good fit for this career!"

Beginning Early Intervention Educator

JOB ROLE DESCRIPTION

The Beginning Early Intervention Educator develops lesson plans and teaching materials, and delivers lessons for children under supervision. He/She enriches children's learning through implementing curriculum and adopting developmentally appropriate teaching and classroom management strategies. He/She also creates quality natural learning environment and facilitates children's development and learning. He/She coordinates class-based activities with families, caregivers and other professionals, and supports the delivery of Centre initiatives, programmes and services. He/She also assists in identifying new intervention methods, tools and technologies to improve Centre services. He/She is patient, thoughtful, calm, enjoys working with children, and works in varied settings such as in Early Intervention Centres and preschools. He/She also works in a transdisciplinary team in his/her course of work.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Develop lesson plans, teaching materials and resources • Adopt developmentally appropriate materials and resources to create quality learning environment • Adopt appropriate teaching and learning approaches to meet the needs of children • Apply the health, safety, nutritional and hygiene practices in accordance with standards and procedures
	Deliver interventions	<ul style="list-style-type: none"> • Deliver lessons for individual and group classes with other social service and healthcare professionals under supervision • Deliver interventions using appropriate methods, tools and assistive technologies to support learning under supervision • Prepare case files, reports and closure of cases • Implement appropriate classroom management strategies • Track children's learning progress, goals and family priorities in coordination with other social service and healthcare professionals
	Collaborate with families and stakeholders across disciplines	<ul style="list-style-type: none"> • Coordinate class-based activities with other social service and healthcare professionals • Collaborate with families and caregivers to enhance child and family outcomes • Assist with the coordination of community stakeholders, volunteers and social service providers to support the implementation of programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Support the implementation of the Centre initiatives, family and community initiatives and programmes • Identify areas for improvements for family and community programmes and initiatives • Support the development of outreach activities to create awareness on the Centre programmes and services
Uplift professional practice of Early Intervention Teaching	<ul style="list-style-type: none"> • Identify areas for improvements to existing intervention methods, tools and assistive technologies • Reflect on current practices for improvements • Identify opportunities for inquiry on teaching and intervention practice based on reflections and feedback received • Support the conduct of inquiry project data collection activities 	

The information contained in this document serves as a guide.

Beginning Early Intervention Educator

TECHNICAL SKILLS AND COMPETENCIES			
Child Functional Needs Assessment	Level 2	Identify the functional needs of the child under supervision	
Child Observation	Level 2	Carry out observation and documentation of children's learning and development	
Child Safety and Protection	Level 2	Implement safety procedures and appropriate courses of action in accordance to Centre's standard operating procedures and sector's regulations to ensure the safety and protection of children	
Classroom Management and Guidance of Children's Behaviour	Level 2	Implement developmentally appropriate child supervision strategies and guidance techniques	
Collaborative Practices with Stakeholders across Disciplines	Level 2	Participate in collaborative practices to provide integrated care-giving and education for all children	
Data and Information Management	Level 3	Collect child personal and development related data and information in adherence to Centre's guidelines and Standard Operating Procedures (SOPs) on management of private and confidential information	
Diversity and Inclusion	Level 1	Comply with the principles of diversity and inclusion in daily interactions and conduct of activities with children, under guidance	
Early Intervention Curriculum Design	Level 3	Develop activities and lessons to be implemented according to Centre's curriculum framework and guiding principles	
Early Intervention Principles and Practices	Level 2	Apply key principles of Early Intervention with guidance	
Ethical Conduct and Professional Integrity	Level 1	Adhere to principles of ethical conduct, policies and procedures	
Family and Caregiver Engagement	Level 2	Support families and caregivers in shaping the development of their children under supervision	
Health, Hygiene and Nutrition for Children	Level 2	Implement Centre's health, hygiene and nutritional standards and procedures	
Individualised Intervention Planning and Implementation	Level 2	Apply appropriate strategies to plan and deliver developmentally appropriate teaching and learning approaches to meet the needs of children	
Interaction and Relationship	Level 2	Foster trusting and respectful relationships with children through positive interactions	
Learning Environment Design	Level 3	Design quality indoor and outdoor learning environment according to children's developmental milestones to engage children purposefully	
Practitioner Inquiry	Level 2	Support practitioner inquiry with guidance from colleagues	
Reflective Practice for Educators	Level 2	Reflect on the impact of one's beliefs, values and actions to adapt practice accordingly, with guidance from colleagues	
Resilience and Self-care	Level 2	Apply self-care and stress management techniques to enhance one's well-being	
Situation Management with Families and Community	Level 2	Identify the key drivers for challenging situations	
CRITICAL CORE SKILLS (TOP 5)			
Adaptability	Basic	Learning Ability	Basic
Collaboration	Basic	Customer Orientation	Basic
Transdisciplinary Thinking	Basic		

The information contained in this document serves as a guide.

Early Intervention Educator

JOB ROLE DESCRIPTION

The Early Intervention Educator integrates a range of teaching and learning approaches and identifies new approaches to conduct lessons for children. He/She enriches children's learning through implementing curriculum, and adapting and integrating developmentally appropriate teaching and classroom management strategies. He/She creates quality natural learning environment and facilitates children's development and learning. He/She partners with families and caregivers and coordinates with community stakeholders, volunteers and social service providers to support the delivery of Centre initiatives, programmes and services. He/She also carries out data collection for inquiry projects. A junior professional who is thoughtful, calm and loves working with children. He/She works in varied settings such as in Early Intervention Centre and preschools. He/She also works in a transdisciplinary team in the course of his/her work.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Develop lesson plans and teaching materials • Adapt a range of developmentally appropriate materials and resources to create quality learning environment • Integrate a range of teaching and learning approaches to meet diverse needs of children • Review health, safety, nutritional and hygiene practices in accordance with standards and procedures • Identify new teaching and learning approaches
	Deliver interventions	<ul style="list-style-type: none"> • Deliver lessons for individual and group classes with other social service and healthcare professionals • Assess impact of interventions using appropriate methods, tools and assistive technologies to support learning • Prepare case files, reports and closure of cases • Adapt classroom management strategies according to the needs of the children • Assess children's learning progress, goals and family priorities in coordination with other social service and healthcare professionals
	Collaborate with families and stakeholders across disciplines	<ul style="list-style-type: none"> • Coordinate the Centre activities with teachers, support staff, volunteers, social service and healthcare professionals • Partner with families and caregivers to enhance child and family outcomes • Coordinate with community stakeholders, volunteers and social service providers to support the implementation of programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Implement the Centre initiatives, family and community initiatives and programmes • Identify areas for improvements for family and community programmes and initiatives • Support the development of outreach activities to create awareness on the Centre programmes and services

The information contained in this document serves as a guide.

Early Intervention Educator

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
		Uplift professional practice of Early Intervention Teaching

TECHNICAL SKILLS AND COMPETENCIES		
Child Functional Needs Assessment	Level 3	Assess the functional needs of the child, integrating different transdisciplinary perspectives into the assessment
Child Observation	Level 3	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 3	Ensure adherence to Centre's procedures for management of accidents, emergencies and suspected child abuse and neglect
Classroom Management and Guidance of Children's Behaviour	Level 3	Refine implementation of developmentally appropriate child supervision strategies and guidance techniques to meet children's diverse needs
Collaborative Practices with Stakeholders across Disciplines	Level 3	Identify stakeholders to participate and conduct collaborative practices with to provide integrated care-giving and education for all children
Community Partnership	Level 3	Foster collaborations with community stakeholders
Data and Information Management	Level 3	Collect child personal and development related data and information in adherence to Centre's guidelines and Standard Operating Procedures (SOPs) on management of private and confidential information
Diversity and Inclusion	Level 2	Apply principles of diversity and inclusion in interactions and implementation of activities for children
Early Intervention Curriculum Design	Level 3	Develop activities and lessons to be implemented according to Centre's curriculum framework and guiding principles
Early Intervention Principles and Practices	Level 3	Demonstrate key principles of Early Intervention and transdisciplinary practices and approaches independently
Ethical Conduct and Professional Integrity	Level 2	Demonstrate principles of ethical conduct, policies and procedures and inclusive work practices in professional activities
Family and Caregiver Engagement	Level 3	Engage families and caregivers through the Centre's collaborative programmes and activities to guide them in decision making for the child
Health, Hygiene and Nutrition for Children	Level 3	Adapt health, hygiene and nutritional approaches to meet the diverse needs of children
Individualised Intervention Planning and Implementation	Level 3	Integrate a range of teaching and learning approaches and adapt activities to meet the diverse needs of children
Interaction and Relationship	Level 3	Deepen relationships with children through positive interactions
Learning Environment Design	Level 3	Design quality indoor and outdoor learning environment according to children's developmental milestones to engage children purposefully

The information contained in this document serves as a guide.

Early Intervention Educator

TECHNICAL SKILLS AND COMPETENCIES			
Practitioner Inquiry	Level 3	Participate in practitioner inquiry with guidance from colleagues	
Professional Advice and Engagement	Level 2	Provide professional advice in engagements with caregivers, families and Early Childhood educators	
Reflective Practice for Educators	Level 3	Engage in a systematic reflection to critically evaluate one's beliefs, values and practices against child development theories and pedagogical knowledge to improve practice	
Resilience and Self-care	Level 2	Apply self-care and stress management techniques to enhance one's well-being	
Situation Management with Families and Community	Level 3	Apply effective stakeholder management strategies to facilitate the resolution of challenging situations	
CRITICAL CORE SKILLS (TOP 5)			
Adaptability	Intermediate	Building Inclusivity	Basic
Customer Orientation	Intermediate	Transdisciplinary Thinking	Intermediate
Collaboration	Intermediate		

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Senior Early Intervention Educator

JOB ROLE DESCRIPTION

The Senior Early Intervention Educator oversees individual and group classes in coordination with other social service professionals, and designs and sets up quality natural learning environment. He/She leads the review of the children's learning progress and improves teaching and learning approaches to meet the developmental goals of children. He/She supports the design and evaluation of Centre-wide curriculum, programmes and teaching practices to improve learning outcomes. He/She develops outreach activities to promote the Centre programmes and services and collaborates with community stakeholders, volunteers and social service providers to deliver programmes and services. He/She also conducts workshops for knowledge sharing, provides guidance to junior staff, supports the conceptualisation of relevant inquiry projects and carries out data collection. A thoughtful and calm professional who loves working with children and possesses strong team management skills, he/she works in varied settings such as in Early Intervention Centres and preschools.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Develop the Centre curriculum and programmes to meet needs of children that are unique or challenging • Evaluate developmentally appropriate learning materials and resources to improve quality of learning environment • Integrate teaching and learning approaches to cater to children with more challenging behaviours or high Early Intervention support needs • Lead implementation of appropriate health, safety, nutritional and hygiene standards and procedures • Evaluate teaching and learning approaches for application to lessons
	Deliver interventions	<ul style="list-style-type: none"> • Oversee individual and group classes in coordination with other social service and healthcare professionals • Evaluate effectiveness of interventions, methods, tools and assistive technologies to support learning • Review case files, reports and closure of cases • Refine classroom management strategies • Review children's learning progress, goals and family priorities in coordination with other social services and healthcare professionals
	Collaborate with families and stakeholders across disciplines	<ul style="list-style-type: none"> • Coordinate cross-Centre activities with external social service and healthcare organisations and professionals • Engage families to enhance child and family outcomes • Engage community stakeholders, volunteers and social service providers to develop programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Develop the Centre initiatives, family and community initiatives and programmes • Review family and community programmes and initiatives for improvements • Develop outreach activities to promote the Centre programmes and services

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Senior Early Intervention Educator

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
		Uplift professional practice of Early Intervention Teaching

TECHNICAL SKILLS AND COMPETENCIES		
Child Functional Needs Assessment	Level 4	Determine gaps and improvements for assessments of functional needs of the child
Child Observation	Level 4	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 4	Develop safety standards, procedures and appropriate courses of action to ensure the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 4	Evaluate the implementation of developmentally appropriate child supervision strategies and guidance techniques to ensure that they cater to children's diverse needs
Coaching and Mentoring for Educators	Level 2	Coach and mentor colleagues
Collaborative Practices with Stakeholders across Disciplines	Level 4	Supervise the team on collaborative practices to provide integrated caregiving and education for all children
Community Partnership	Level 4	Co-lead collaborative projects with community stakeholders
Data and Information Management	Level 4	Study and interpret child personal and development related data and information in compliance to the Centre's guidelines and SOPs on management of private and confidential information
Diversity and Inclusion	Level 3	Mentor educators to apply principles of diversity and inclusion in the interactions and activities for children
Early Intervention Curriculum Design	Level 4	Review lesson plans while analysing the range of factors and principles that influence learning and design
Early Intervention Principles and Practices	Level 4	Integrate transdisciplinary approaches in Early Intervention and provide guidance for interventions
Ethical Conduct and Professional Integrity	Level 3	Ensure relevant ethical decision-making based on principles of professional ethics, conduct, policies and procedures and inclusive work practices
Family and Caregiver Engagement	Level 4	Develop partnerships with families and caregivers
Health, Hygiene and Nutrition for Children	Level 4	Review health, hygiene and nutritional standards and procedures for improvements

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Senior Early Intervention Educator

TECHNICAL SKILLS AND COMPETENCIES		
Individualised Intervention Planning and Implementation	Level 4	Implement teaching and learning approaches according to evidence-based practices and early intervention principles to meet diverse needs of children
Interaction and Relationship	Level 4	Mentor staff to develop and enhance trusting and respectful relationships with children
Learning Environment Design	Level 4	Guide the design of learning environment to ensure a purposeful integration of learning approaches for children of different age groups and needs
Practitioner Inquiry	Level 4	Conduct inquiry projects through guiding colleagues to conduct inquiry on their practice based on identified topics
Professional Advice and Engagement	Level 3	Provide professional advice in engagements with peers and other professionals in a transdisciplinary or multidisciplinary setting
Reflective Practice for Educators	Level 4	Lead reflective practice efforts to bring about improvements in practice
Resilience and Self-care	Level 3	Develop self-care plans to manage one's stress
Situation Management with Families and Community	Level 3	Apply effective stakeholder management strategies to facilitate the resolution of challenging situations
Social Service (Early Intervention) Programme Development and Implementation	Level 4	Manage Centre-level programmes
Staff Communication and Engagement	Level 3	Implement staff communication plans and engagement initiatives
Staff Continuous Learning	Level 3	Support staff in developing their skills by facilitating learning opportunities and coaching them
CRITICAL CORE SKILLS (TOP 5)		
Customer Orientation	Advanced	Adaptability Intermediate
Collaboration	Intermediate	Transdisciplinary Thinking Advanced
Building Inclusivity	Intermediate	

The information contained in this document serves as a guide.

Lead Early Intervention Educator

JOB ROLE DESCRIPTION

The Lead Early Intervention Educator leads the development and implementation of Centre-wide curriculum, programmes, and teaching practices. He/She develops the procedures and processes for the delivery of programmes, intervention methods and teaching practices. He/She coordinates cross-Centre and cross-sector programmes with other social service organisations, institutions and corporate and community stakeholders. He/She also oversees engagements with families to facilitate exchange of information and resources. He/She conducts trainings on evidence-based practices and provides supervision and mentorship to Early Intervention educators. She also conceptualises and carries out relevant inquiry work. An experienced professional who is thoughtful, calm, loves working with children and possesses strong project management and coordination skills, he/she works in varied settings such as in Early Intervention Centres and preschools.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Manage development of Centre-wide curriculum and programmes • Develop initiatives, practices and learning materials to improve the quality of learning environment • Evaluate effectiveness of teaching and learning approaches for improvements to lessons • Drive implementation of appropriate health, safety, nutritional and hygiene standards and procedures at the Centre • Develop new teaching and learning approaches for application to lessons
	Deliver interventions	<ul style="list-style-type: none"> • Manage the implementation of Centre-wide curricula • Lead improvements in interventions, methods, tools and assistive technologies to support learning • Review case reports for high risk cases • Develop new classroom management strategies • Guide reviews of children's learning progress, goals and family priorities in coordination with other social service and healthcare professionals
	Collaborate with families and stakeholders across disciplines	<ul style="list-style-type: none"> • Implement cross-sector programmes with industry leaders in social service and healthcare sectors • Lead family engagements to enhance child and family outcomes • Lead the development of new partnerships to improve programmes and services
	Manage family and community programmes	<ul style="list-style-type: none"> • Review the development of programmes and initiatives at Centre-level, cross-Centre level and Centre-family-community level • Plan the enhancements of programmes and initiatives at Centre-level, cross-Centre level and Centre-family-community level for improvements • Evaluate effectiveness of outreach activities in promoting the Centre programmes and services

The information contained in this document serves as a guide.

Lead Early Intervention Educator

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Uplift professional practice of Early Intervention Teaching	<ul style="list-style-type: none"> • Conduct workshops for sharing knowledge and resources with staff, Centres, families and wider community • Develop new intervention methods, tools and assistive technologies for application based on emerging Early Intervention teaching and sector trends • Foster a culture of staff's reflection to uplift the professional practice • Guide junior Early Intervention teachers and volunteers to improve work performance • Oversee conceptualisation of inquiry projects • Manage data collection activities across the Centre • Identify the implications of the inquiry findings to lead development of new teaching and intervention practices • Review new teaching and intervention practices based on inquiry findings

TECHNICAL SKILLS AND COMPETENCIES		
Child Functional Needs Assessment	Level 5	Drive new assessment methods and improvements to assessment methods on the functional needs of the child
Child Observation	Level 4	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 4	Develop safety standards, procedures and appropriate courses of action to ensure the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 5	Drive the review of Centres' guidelines on child guidance and behaviour management within the Cluster to ensure alignment with organisation's philosophy and compliance with regulatory requirements
Coaching and Mentoring for Educators	Level 3	Implement coaching and mentoring models and methods to address specific colleagues' developmental needs
Collaborative Practices with Stakeholders across Disciplines	Level 5	Design processes for collaborative practices facilitation in the Centre to provide integrated care-giving and education for all children
Community Partnership	Level 5	Lead the establishment of professional collaborations with the community
Data and Information Management	Level 5	Identify, manage and analyse data and information collected for planning, monitoring and reviewing of child development programmes and Centre's operations
Diversity and Inclusion	Level 4	Promote the importance and integration of diversity and inclusion in the interactions, design and conduct of programmes and activities for children within the Centre through guiding and evaluating developmentally appropriate child supervision strategies and guidance techniques to cater to children's diverse needs
Early Intervention Curriculum Design	Level 5	Develop Centre's curricula to latest frameworks, trends and practices
Early Intervention Principles and Practices	Level 5	Evaluate practices to ensure they are aligned to Early Intervention principles
Ethical Conduct and Professional Integrity	Level 4	Monitor organisation operations to safeguard rights and interests of children, parents and educators, and role model the standards of ethics and values in the Centre
Family and Caregiver Engagement	Level 5	Establish partnerships with parents and families to develop a climate of care, respect and trust among Early Childhood and Early Intervention teachers, families and caregivers

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Lead Early Intervention Educator

TECHNICAL SKILLS AND COMPETENCIES		
Health, Hygiene and Nutrition for Children	Level 5	Support the development and improvements of health, hygiene and nutritional standards and procedures
Individualised Intervention Planning and Implementation	Level 5	Lead the development and implementation of teaching and learning approaches and Centre-wide early intervention practices
Interaction and Relationship	Level 5	Guide Centres in enhancing trusting and respectful relationships with children
Learning Environment Design	Level 5	Review the design of Centre's learning environment to ensure alignment to Centre's teaching philosophy, vision, mission, values, and programmes
Practitioner Inquiry	Level 5	Oversee inquiry projects in the Centre by harnessing research findings to review, innovate and design the curriculum and pedagogical approaches
Professional Advice and Engagement	Level 4	Provide professional advice in engagements within the organisation and with external organisations in a transdisciplinary or multidisciplinary setting
Reflective Practice for Educators	Level 5	Foster a culture of reflective practice through providing opportunities for reflection and sharing in the Centre to improve professional practice
Resilience and Self-care	Level 4	Provide support to staff in managing their stress and emotions
Situation Management with Families and Community	Level 4	Develop and review the effectiveness of strategies, processes, and workplace practices for managing challenging situations
Social Service (Early Intervention) Programme Development and Implementation	Level 4	Manage Centre-level programmes
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre
Staff Continuous Learning	Level 4	Drive learning and development within Centre in alignment to Centre's goals
Visioning and Strategic Planning	Level 4	Guide team to align programmes and goals to the Centre's vision, mission and values
CRITICAL CORE SKILLS (TOP 5)		
Customer Orientation	Advanced	Developing People Intermediate
Collaboration	Advanced	Sense Making Advanced
Building Inclusivity	Advanced	

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Senior Lead Early Intervention Educator

JOB ROLE DESCRIPTION

The Senior Lead Early Intervention Educator provides leadership in the design, evaluation and implementation of Centre-wide curriculum, programmes and teaching practices. He/She drives cross-Centre collaborations with other social service organisations, institutions as well as corporate and community stakeholders to deliver programmes and services. He/She also leads the implementation of new intervention methods and practices to improve service delivery, and in relevant inquiry work. He/She oversees the professional training, and quality aspects for Early Intervention educators, and provides supervision and mentorship to junior staff. A highly experienced professional who is thoughtful, calm, loves working with children, possesses excellent leadership skills and the ability to build effective relationships with stakeholders, he/she works in varied settings such as in Early Intervention Centres and preschools.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan and implement curriculum and programmes	<ul style="list-style-type: none"> • Lead Centre-wide curriculum and programmes for improvements based on key Early Intervention and sector trends • Drive improvements in teaching and learning approaches to create quality learning environment • Initiate new teaching and learning approaches for application to lessons • Advocate the importance of appropriate health, safety, nutritional and hygiene standards and procedures
	Deliver interventions	<ul style="list-style-type: none"> • Lead the implementation of Centre-wide curricula • Drive improvements in interventions, methods, tools and assistive technologies to support learning • Guide review of case reports for high risk cases • Initiate the development of new classroom management strategies • Lead reviews of children's learning progress, goals and family priorities in coordination with other social service and healthcare professionals
	Collaborate with families and stakeholders across disciplines	<ul style="list-style-type: none"> • Lead the implementation of cross-sector programmes with industry leaders in social service and healthcare sectors • Drive family engagements to enhance child and family outcomes • Drive new partnerships to improve programmes and services provided by the Centres
	Manage family and community programmes	<ul style="list-style-type: none"> • Lead the development of programmes and initiatives at Centre-level, cross-Centre level and Centre-family-community level • Drive the enhancements of programmes and initiatives at Centre-level, cross-Centre level and Centre-family-community level for improvements • Develop outreach strategies for promoting the Centre programmes and services

The information contained in this document serves as a guide.

Senior Lead Early Intervention Educator

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
		Uplift professional practice of Early Intervention Teaching
	Manage the Centre operations and resources	<ul style="list-style-type: none"> • Lead the implementation of recruitment strategies • Develop manpower plans for approval • Lead staff development, training and mentorship programmes • Manage staff performance • Prepare annual work plans and budget plans • Lead development of the Centre programmes and initiatives • Drive improvements on systems, processes and operations

TECHNICAL SKILLS AND COMPETENCIES		
Child Functional Needs Assessment	Level 5	Drive new assessment methods and improvements to assessment methods on the functional needs of the child
Child Observation	Level 5	Apply strategies to observe and document children's learning and development and develop appropriate activities based on documented findings
Child Safety and Protection	Level 5	Establish policies and processes on safety standards and procedures, and appropriate course of action for the safety and protection of children
Classroom Management and Guidance of Children's Behaviour	Level 5	Drive the review of Centres' guidelines on child guidance and behaviour management within the Cluster to ensure alignment with organisation's philosophy and compliance with regulatory requirements
Coaching and Mentoring for Educators	Level 4	Develop team leaders' coaching and mentoring capabilities to build a culture of mentoring in the Centre
Collaborative Practices with Stakeholders across Disciplines	Level 6	Drive collaborative practices in the organisation to provide integrated care-giving and education for all children and ensure alignment across Centres
Community Partnership	Level 5	Lead the establishment of professional collaborations with the community
Data and Information Management	Level 6	Develop guidelines and SOPs for collection and management of data and information and drive the use of analysed data and information to improve child development programmes and Centre's operations
Diversity and Inclusion	Level 5	Engender a culture of diversity and inclusion in the Centre through curriculum leadership, staff training and partnerships with stakeholders
Early Intervention Curriculum Design	Level 6	Lead the enhancements of curricula development and design by reviewing the curricula developed to latest frameworks, trends and practices

The information contained in this document serves as a guide.

Senior Lead Early Intervention Educator

TECHNICAL SKILLS AND COMPETENCIES			
Early Intervention Principles and Practices	Level 6	Drive enhancements to practices in the Centre to better align to Early Intervention principles	
Ethical Conduct and Professional Integrity	Level 5	Drive the standards of professionalism, ethics and values to lead in the resolution of ethical dilemmas	
Family and Caregiver Engagement	Level 6	Drive culture of strategic and sustained collaborations with families and caregivers to support the development of children across Centres	
Health, Hygiene and Nutrition for Children	Level 6	Establish health, nutritional and hygiene standards and procedures	
Individualised Intervention Planning and Implementation	Level 6	Drive enhancements to teaching and learning approaches and organisation-wide early intervention practices	
Interaction and Relationship	Level 5	Guide Centres in enhancing trusting and respectful relationships with children	
Learning Environment Design	Level 6	Drive the planning and development of strategies for quality learning environment for Centres	
Practitioner Inquiry	Level 6	Drive culture of practitioner inquiry, structures and processes to enable and equip educators with the tools for practitioner inquiry across Centres	
Professional Advice and Engagement	Level 5	Drive standards and practices in professional consultation within the organisation	
Reflective Practice for Educators	Level 6	Enhance structures and processes to provide relevant training on continuous professional learning and improvement through reflective practice	
Resilience and Self-care	Level 5	Set policies and systems to help staff build resilience and overcome barriers to effective management of health and well-being	
Situation Management with Families and Community	Level 5	Establish policies and procedures for effective management of challenging situations across Centres	
Social Service (Early Intervention) Programme Development and Implementation	Level 5	Refine the planning, implementation and evaluation of programmes for scaling up across multiple Centres	
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre	
Staff Continuous Learning	Level 5	Foster a culture of continuous learning by putting in place structures and processes to support staff's continuous learning and setting measures to assess effectiveness of these learning strategies within and across Centres	
Visioning and Strategic Planning	Level 5	Develop and review Centre's vision, mission and values and formulate a strategic plan and set directions to guide the Centre to achieve its goals	
CRITICAL CORE SKILLS (TOP 5)			
Collaboration	Advanced	Influence	Advanced
Building Inclusivity	Advanced	Sense Making	Advanced
Developing People	Advanced		

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Centre Manager

JOB ROLE DESCRIPTION

The Centre Manager is responsible for managing Centre operations and provides leadership in strategic and operational planning. He/She leads the development of Centre initiatives and improvements in systems, processes and operations for the effective delivery and quality of Centre programmes and services. He/She also drives the development and implementation of policies, procedures and standards as well as risk management frameworks to ensure quality teaching, curriculum development and student well-being. He/She oversees staff professional development, student enrolment and manpower requirements for the Centre. A highly experienced manager who possesses strong leadership skills and the ability to build and leverage effective relationships with stakeholders.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Manage manpower resources	<ul style="list-style-type: none"> • Drive the implementation of the recruitment strategies • Review manpower plans for approval • Lead the implementation of staff development, training and mentorship programmes • Manage staff performance
	Manage the Centre operations	<ul style="list-style-type: none"> • Set strategic direction for the Centre • Prepare annual work plans and budget plans • Lead development of the Centre programmes and initiatives • Set the Centre's Key Performance Indicators • Drive improvements on systems, processes and operations • Advocate the importance of appropriate health, safety, nutritional and hygiene standards and procedures
	Drive compliance and risk management activities	<ul style="list-style-type: none"> • Drive risk management initiatives • Establish new or revised policies, procedures and standards
	Drive programmes and service excellence initiatives	<ul style="list-style-type: none"> • Develop the organisational directions for cross-Centre partnerships and delivery of services • Manage cross-Centre collaborations to enhance initiatives and programmes • Develop strategic long-term plans to improve the quality of the learning environment • Establish structures and processes for continuous enhancements of curriculum and programmes
	Manage student affairs	<ul style="list-style-type: none"> • Report student statistics to the relevant agencies • Set the Centre's directions for engagement with families, community and other stakeholders • Manage escalated communication and feedback from stakeholders • Manage student enrolment for the Centre

The information contained in this document serves as a guide.

Centre Manager

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
		Collaborate with families and stakeholders across disciplines

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 6	Create an environment conducive for innovation and change and share best practices across the Cluster
Child Safety and Protection	Level 5	Establish policies and processes on safety standards and procedures, and appropriate course of action for the safety and protection of children
Coaching and Mentoring for Educators	Level 4	Develop team leaders' coaching and mentoring capabilities to build a culture of mentoring in the Centre
Collaborative Practices with Stakeholders across Disciplines	Level 6	Drive collaborative practices in the organisation to provide integrated care-giving and education for all children and ensure alignment across Centres
Community Partnership	Level 5	Lead the establishment of professional collaborations with the community
Data and Information Management	Level 6	Develop guidelines and SOPs for collection and management of data and information and drive the use of analysed data and information to improve child development programmes and Centre's operations
Diversity and Inclusion	Level 5	Engender a culture of diversity and inclusion in the Centre through curriculum leadership, staff training and partnerships with stakeholders
Ethical Conduct and Professional Integrity	Level 5	Drive the standards of professionalism, ethics and values to lead in the resolution of ethical dilemmas
Financial Administration	Level 5	Lead the management of the organisation's short and long-term financial performance and financial risk management philosophy
Health, Hygiene and Nutrition for Children	Level 6	Establish health, nutritional and hygiene standards and procedures
Interaction and Relationship	Level 5	Guide Centres in enhancing trusting and respectful relationships with children
Operations Management	Level 6	Drive alignment of plans, systems and processes to ensure operational efficiency and business continuity during emergencies across Centres
Professional Advice and Engagement	Level 5	Drive standards and practices in professional consultation within the organisation
Resilience and Self-care	Level 5	Set policies and systems to help staff build resilience and overcome barriers to effective management of health and well-being
Situation Management with Families and Community	Level 5	Establish policies and procedures for effective management of challenging situations across Centres
Social Service (Early Intervention) Programme Development and Implementation	Level 5	Refine the planning, implementation and evaluation of programmes for scaling up across multiple Centres

The information contained in this document serves as a guide.

Centre Manager

TECHNICAL SKILLS AND COMPETENCIES			
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre	
Staff Continuous Learning	Level 5	Foster a culture of continuous learning by putting in place structures and processes to support staff's continuous learning and setting measures to assess effectiveness of these learning strategies within and across Centres	
Team Management	Level 5	Develop manpower resourcing and performance management strategies to achieve desired organisational goals and succession planning	
Visioning and Strategic Planning	Level 5	Develop and review Centre's vision, mission and values and formulate a strategic plan and set directions to guide the Centre to achieve its goals	
CRITICAL CORE SKILLS (TOP 5)			
Digital Fluency	Advanced	Influence	Advanced
Decision Making	Advanced	Problem Solving	Advanced
Developing People	Advanced		

The information contained in this document serves as a guide.

Director

JOB ROLE DESCRIPTION

The Director is responsible for providing leadership in strategic and operational planning across Centres. He/She drives development of cross-Centre partnerships, initiatives and improvements for the effective delivery and quality of Centre programmes and services. He/She establishes and oversees implementation of policies, procedures and standards as well as risk management frameworks to ensure quality teaching, curriculum development and student well-being across Centres. He/She also drives staff professional development, student enrolment and manpower requirements across the Centres. A highly experienced specialist who possesses strong leadership skills and the ability to build and leverage effective relationships with stakeholders.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Manage manpower resources	<ul style="list-style-type: none"> • Provide directions on the recruitment strategies across the Centres • Review manpower plans for approval across the Centres • Drive staff development, training and mentorship programmes across the Centres • Drive development of new strategies to improve staff performance
	Manage the Centre operations	<ul style="list-style-type: none"> • Set strategic direction for the Centre • Drive development of annual work plans and budget plans across the Centres • Oversee development of cross-Centre programmes and initiatives • Review Key Performance Indicators across the Centres • Oversee improvements on systems and processes and operations across the Centres • Advocate the importance of appropriate health, safety, nutritional and hygiene standards and procedures
	Drive compliance and risk management activities	<ul style="list-style-type: none"> • Oversee risk management initiatives across the Centres • Establish new or revised policies, procedures and standards across the Centres
	Drive programmes and service excellence initiatives	<ul style="list-style-type: none"> • Set organisational directions for cross-Centre partnerships and delivery of services • Drive cross-Centre collaborations to enhance initiatives and programmes • Develop strategic long-term plans to improve the quality of the learning environment across the Centres • Spearhead the enhancements of curriculum and programmes across the Centres
	Manage student affairs	<ul style="list-style-type: none"> • Review reports on student statistics to relevant agencies • Design student enrolment policies for the Centres
	Collaborate with families and stakeholders across disciplines	<ul style="list-style-type: none"> • Inculcate a culture of collaboration across the Centres • Drive initiatives to establish partnerships and collaborations with families and community stakeholders across the Centre • Establish a culture of professional collaboration with families and community stakeholders across the Centres • Champion initiatives that build business relationships across all the Centres and with key stakeholder groups

The information contained in this document serves as a guide.

Director

TECHNICAL SKILLS AND COMPETENCIES		
Centre Innovation and Change Adoption	Level 6	Create an environment conducive for innovation and change and share best practices across the Cluster
Child Safety and Protection	Level 5	Establish policies and processes on safety standards and procedures, and appropriate course of action for the safety and protection of children
Coaching and Mentoring for Educators	Level 5	Establish plans and structures to engender a culture of mentoring within the Cluster
Collaborative Practices with Stakeholders across Disciplines	Level 6	Drive collaborative practices in the organisation to provide integrated care-giving and education for all children and ensure alignment across Centres
Community Partnership	Level 6	Drive culture of professional collaboration with community stakeholders across Centres
Data and Information Management	Level 6	Develop guidelines and SOPs for collection and management of data and information and drive the use of analysed data and information to improve child development programmes and Centre's operations
Diversity and Inclusion	Level 6	Review structures, processes and approaches and provide relevant teacher training to enable diversity and inclusion in children's learning, interaction and activities
Ethical Conduct and Professional Integrity	Level 6	Cultivate professional, legal and ethical accountability and responsibility within the sector
Financial Administration	Level 5	Lead the management of the organisation's short and long-term financial performance and financial risk management philosophy
Health, Hygiene and Nutrition for Children	Level 6	Establish health, nutritional and hygiene standards and procedures
Interaction and Relationship	Level 5	Guide Centres in enhancing trusting and respectful relationships with children
Operations Management	Level 6	Drive alignment of plans, systems and processes to ensure operational efficiency and business continuity during emergencies across Centres
Professional Advice and Engagement	Level 6	Lead professional training and consultation to shape practices in the sector
Resilience and Self-care	Level 6	Establish systems and processes to build and sustain a culture of resilience and self-care across the Centres
Situation Management with Families and Community	Level 5	Establish policies and procedures for effective management of challenging situations across Centres
Social Service (Early Intervention) Programme Development and Implementation	Level 6	Influence sector-wide development, implementation and review of programmes through advocacy of rigorous methodologies of planning, implementation and evaluation
Staff Communication and Engagement	Level 4	Develop staff communication plans and engagement programmes within the Centre
Staff Continuous Learning	Level 5	Foster a culture of continuous learning by putting in place structures and processes to support staff's continuous learning and setting measures to assess effectiveness of these learning strategies within and across Centres
Team Management	Level 6	Evaluate developed manpower resourcing strategies and performance management systems
Visioning and Strategic Planning	Level 6	Oversee Centres' alignment to their vision, mission and values and provide relevant guidance in the development and implementation of their strategic plans

The information contained in this document serves as a guide.

Director

CRITICAL CORE SKILLS (TOP 5)			
Developing People	Advanced	Influence	Advanced
Decision Making	Advanced	Problem Solving	Advanced
Global Perspective	Advanced		

The information contained in this document serves as a guide.

Other Roles in the Early Childhood Sector



Sectoral Leads

Sectoral Leads are pinnacle leaders who contribute their skills and expertise at a sectoral level and work with operators and ECDA to uplift the standards of the profession. He/She is an advocate of the mission, vision and values of Early Childhood or Early Intervention services. He/Shev drives pedagogical excellence, provides mentoring and fosters strategic partnerships within the fraternity and the wider community. The Ministry of Social and Family Development (MSF) and ECDA appoint these pinnacle leaders as **Social Service Fellows or ECDA Fellows** on a termly basis.



Assistant Educators

Assistant Educators play an important role alongside Educators to **create a secure and quality learning environment** for the preschool children. He/She **supports the holistic development of children** by helping to execute activities led by the Educators, assisting in routine care, and building nurturing, trusting and respectful relationships with the children. An **Assistant Early Years Educator supports children aged 18 months to 4 years old** and possesses a Fundamentals Certificate in Early Childhood Care and Education (FECCE). An **Assistant Preschool Educator supports children aged 5 and 6 years old** and possesses a Higher Nitec in Early Childhood Care and Education or an Advanced Certificate in Early Childhood Care and Education (ACECCE).



Sectoral Lead

Christina van Huizen
Community Psychology Hub

PAVING THE WAY TO INCLUSIVE EDUCATION

As Senior Assistant Director for the Inclusive Support Programme (InSP) at Community Psychology Hub (CPH), Christina leads the inclusive preschool project, an initiative that aims to help Early Childhood educators adopt high quality and inclusive teaching practices.

It's a role that ties in perfectly with her desire to advocate for early childhood inclusion — an area she became interested in when she was an Early Intervention Educator at AWWA Ltd.

As Christina rose the ranks to become Centre Manager in AWWA Ltd, she observed that despite having the paper qualifications, teachers often “lacked the disposition, knowledge and skills needed to effectively and confidently manage an early intervention classroom”.

“Both Early Childhood and Early Intervention Educators are instrumental to a child’s development and have a responsibility for raising the quality of early learning environments,” she muses, noting that lifelong learning is crucial to staying ahead of the trends.

To encourage educators to continuously upgrade, Christina pivoted her career “upstream”, and took on a role as Senior Lecturer at the National Institute of Early Childhood Development (NIEC).

“By sharing my experiences working with children, families and other allied health professionals, I hoped to bridge the gap between theory and practice and to

“The Skills Framework can guide educators on their progression pathways and give them a clear view of the skills and competencies.”

inspire Early Intervention Educators to keep on learning,” she recalls.

Thirty years into the field, her work has come full circle, bringing her back to the preschools to continue championing for inclusive education.

This time, “as a Team Lead, I have to look ahead and be strategic about how I can help change the mindsets of educators to be more inclusive,” she says.

In Christina’s experience, there is no better time for those interested in helping children with developmental needs than now. “Paths have been cleared for change to happen and the resources are readily available in the sector to support Early Intervention Educators,” she shares.

For example, raising awareness of the need for inclusivity have paved the way for more collaboration between stakeholders like medical and allied health professionals. To retain talent in the field, there is also an increased focus on career development, which has translated to better remuneration packages and more opportunities for upskilling.

The Skills Framework for Early Childhood, which can guide educators on their progression pathways and give them a clear view of the skills and competencies they need, is also a great support, she says.



Sectoral Lead

Alicia Lim
PCF Sparkletots

THE JOURNEY FROM TEACHER TO LEADER

Over 30 years into her career in the Early Childhood sector, Alicia Lim has gradually risen to become District Head at PCF headquarters, a role that helps ensure alignment between the vision, mission and values of the headquarters with operations at each PCF Sparkletots centre.

Testament to her capabilities, she has also been selected as an ECDA Fellow, a title that recognises her as an exemplary childhood professional who has demonstrated high levels of leadership and professional expertise.

But what is the driving force behind these accomplishments? “My own kindergarten teachers,” she declares, adding: “They were gentle, caring, patient and accepted me for who I am. That inspired me to do the same for the next generation.”

True to this goal, Alicia is passionate about advising and mentoring educators, and works closely with those in the centres to cultivate a culture of continuous learning that will further their professional development.

Continuous learning is especially important to Alicia because her years of experience have taught her that “children are all unique and different in their own ways. They are budding learners with great potential to do well in life.”

In order to help children reach their potential, it is important for teachers to recognise the uniqueness

“As an educator, you need to have the passion and patience to do the best for the children.”

of each child’s temperament, talent and capability. Teachers also need to let go of any fixed ways of teaching, and instead, be able to adapt their teaching styles according to the learning pace of the children they meet, she says.

The capability to do this is part mindset change and part training. “Early Childhood educators should refer to the Skills Framework as a guide to help them better understand the requirements and competencies for different job levels and in planning their career progression,” she says.

The framework is relevant to all teachers, including experienced ones she adds, noting that even after decades of experience, she still leverages the framework to identify areas of growth and develop the teachers and leaders under her. With this, she hopes to be able to guide more educators grow in their careers — maybe eventually becoming a teacher trainer.

Today, Alicia’s goal is to enhance her capabilities working with children aged zero to three old. She intends to enroll in related training programmes.

She declares that one should never underestimate the positive learning experiences that educators provide that would impact a child’s life. Always remember, she quips: “As an educator, you need to have the passion and patience to do the best for the children.”



Assistant Early Years Educator

He Yuzhen
E-Bridge Preschool

WITH KNOWLEDGE COMES CONFIDENCE

It is common that a child's first few days in preschool are filled with tears as they begin to adjust to the new environment. When this happens at E-Bridge Preschool, it is the responsibility of Assistant Early Years Educator, Yuzhen to help soothe them.

Sometimes she sings to them, other times she starts a game and encourages other children join in — watching her manage the situation with such calmness, one would never have thought this is something she struggled with when she started as an Assistant Early Years Educator.

She joined the sector in her late thirties, armed with experience as a stay-at-home mother and fuelled by a passion for child development. Having only to manage a few children of her own as a mum, the demands of being a teacher in the classroom was extremely overwhelming.

"I would get anxious and wouldn't be able to balance the crying child's needs with the needs of the rest of the class," she recalls, adding: "I also felt helpless when feeding children who were picky eaters. I always wondered what I was doing wrong and what else I could do to help."

Over the last decade, Yuzhen has gradually acquired the skills to overcome these challenges.

Her experience has shown her that lifelong learning is important. "I believe it is important to upgrade our skills and knowledge to stay relevant," she says.

"Have an open mind. Give yourself some time to adjust and view challenges as possibilities."

She is grateful for both SkillsFuture Singapore funding and her boss' support, which enable her to continuously improve her skills. "ECDA's conscious efforts have improved my awareness of the opportunities available", she adds.

The goal now is to upgrade her qualifications so that she can also handle older children aged between 18 months and three years old.

To do this, Yuzhen refers closely to the Skills Framework for Early Childhood. This is a framework that helps those in the industry, identify the skills they need for the job roles, plan the courses they can take to close any skills gaps, and chart out potential career paths, she says, noting that it has led to the rising standards and qualifications of teachers over time.

She encourages those looking to join the sector — especially stay-at-home mothers like she had been — to refer closely to the framework to plan their careers. In her experience, it is never too late to learn and grow.

"Have an open mind. Give yourself some time to adjust and view challenges as possibilities rather than problems," she concludes.

Overview of Technical Skills and Competencies

Technical Skills and Competencies (TSCs)

Technical Skills and Competencies refer to occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks. required of the job role.

Proficiency levels (1 to 6) show the gradation of skills required across the job roles. In addition, each level shows the abilities which are required to be demonstrated according to the level of competencies and degree of responsibility expected of each job role in fulfilling the respective work functions.

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Child Learning and Development	Child Development Assessment	Use information from observation and documentation of children's learning and development to design appropriate child-centric learning experiences			●	●	●	●
	Child Observation	Perform observation and documentation of children's learning and development to gain an in-depth understanding of each child		●	●	●	●	
	Classroom Management and Guidance of Children's Behaviour	Manage and guide children's behaviour to facilitate the delivery of learning activities and meaningful participation		●	●	●	●	
	Diversity and Inclusion	Implement diversity and inclusion practices and strategies to raise awareness and ensure meaningful participation for all children	●	●	●	●	●	●
	Early Childhood Curriculum Design	Design culturally and developmentally appropriate curriculum for holistic learning experiences for children of all levels including infants			●	●	●	●
	Early Childhood Pedagogical Practice	Plan and implement developmentally appropriate pedagogical practice to engage children meaningfully			●	●	●	●
	Early Childhood Programme Planning	Plan and implement developmentally appropriate Early Childhood programmes			●	●	●	●
	Learning Environment Design	Design learning environment to meet children's specific developmental and learning needs			●	●	●	●
Child Safety and Well-Being	Child Safety and Protection	Implement safety standards and procedures, and appropriate courses of action to ensure the safety and protection of children		●	●	●	●	
	Health, Hygiene and Nutrition for Children	Establish health, hygiene and nutrition standards and procedures that support children's development		●	●	●	●	●
	Interaction and Relationship	Develop trusting and respectful relationships with children		●	●	●	●	
	Responsive Care-giving Approaches	Provide appropriate and quality care-giving approaches to create a nurturing, caring and safe environment that supports children's learning and development		●	●	●	●	
Early Intervention and Learning Support Development	Child Functional Needs Assessment	Assess the child's functional needs for appropriate intervention		●	●	●	●	
	Child Screening and Assessment	Manage Early Childhood screening and assessment to gather information, and work with specialist professionals to meet child needs			●	●	●	●
	Early Intervention Curriculum Design	Design and implement curriculum to cater the developmental needs of children			●	●	●	●
	Early Intervention Principles and Practices	Understand and apply different approaches and models of early intervention childhood care and education, as well as the social dynamics of learning in an early intervention context		●	●	●	●	●
	Individualised Intervention Planning and Implementation	Develop and implement intervention plans that integrate the goals, needs, interests and capabilities of children with the desired functional outcomes		●	●	●	●	●

Overview of Technical Skills and Competencies

Technical Skills and Competencies (TSCs)

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Proficiency levels (1 to 6) show the gradation of skills required across the job roles. In addition, each level shows the abilities which are required to be demonstrated according to the level of competencies and degree of responsibility expected of each job role in fulfilling the respective work functions.

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Early Intervention and Learning Support Development	Learning Support Session Planning and Implementation	Plan and implement Learning Support sessions to meet specific developmental and learning needs of children			●	●	●	●
	Social Service (Early Intervention) Programme Development and Implementation	Develop, implement and monitor programmes for children with developmental needs, their families or related stakeholders				●	●	●
Family and Community Partnership	Community Partnership	Establish and foster partnerships with community stakeholders through a culture of collaboration to develop mutually beneficial programmes for children and families		●	●	●	●	●
	Family and Caregiver Engagement	Recognise the central role of the family in every child's life and develop strategies for family engagement, nurturing trust and rapport building capabilities in a family to enhance child's developmental outcome	●	●	●	●	●	●
	Situation Management with Families and Community	Manage challenging situations with families and community to build consensus among stakeholders and achieve resolutions effectively		●	●	●	●	
Operations and Management	Centre Innovation and Change Adoption	Manage the Centre's innovation activities and adoption of change to drive organisational success			●	●	●	●
	Data and Information Management	Gather and use data and information for planning, monitoring and review			●	●	●	●
	Financial Administration	Manage organisation's short and long-term financial needs while reviewing the organisation's financial risk position and refining its financial plan			●	●	●	
	Operations Management	Manage organisation's operational effectiveness and efficiency in accordance with regulatory frameworks and requirements				●	●	●
	Visioning and Strategic Planning	Foster shared vision and mission among educators and guide them to ensure alignment of their daily work to the Centre's long-term objectives				●	●	●
Professional Practice and Development	Coaching and Mentoring	Develop and foster a culture of coaching and mentoring		●	●	●	●	
	Collaborative Practices with Stakeholders across Disciplines	Analyse services, contributions and perspectives across disciplines, and implement collaborative practices to provide care-giving and education for all children		●	●	●	●	●
	Ethical Conduct and Professional Integrity	Understand the professional conduct, ethics and values and comply with the relevant legislation to uphold the integrity and reputation of the profession	●	●	●	●	●	●
	Practitioner Inquiry	Undertake systematic and data-driven investigations with other professionals to reflect, evaluate and innovate to improve their professional practice		●	●	●	●	●

Overview of Technical Skills and Competencies

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Professional Practice and Development	Professional Advice and Engagement	Provide professional advice in response to requests from various stakeholders		●	●	●	●	●
	Reflective Practice	Engage in regular reflection to continuously improve professional practice		●	●	●	●	●
	Resilience and Self-care	Practise activities that enhance overall health and well-being to enable continued practice as a professional in the sector		●	●	●	●	●
Workforce Development and Engagement	Staff Communication and Engagement	Drive staff communication and engagement to achieve the Centre's goals			●	●		
	Staff Continuous Learning	Manage staff's continuous learning activities to maximise staff's potential and capabilities to contribute to the Centre and the Cluster			●	●	●	
	Team Management	Manage staff performance by developing systems and processes to ensure key performance indicators are met				●	●	●

Overview of Technical Skills and Competencies

General Descriptors for Technical Skills and Competencies (TSCs)

Level	Responsibility (Degree of supervision and accountability)	Autonomy (Degree of decision-making)	Complexity (Degree of difficulty of situations and tasks)	Knowledge and Abilities (Required to support work as described under Responsibility, Autonomy and Complexity)
6	Accountable for significant area of work, strategy or overall direction	Empower to chart direction and practices within and outside of work (including professional field/ community), to achieve/ exceed work results	Complex	<ul style="list-style-type: none"> • Synthesise knowledge issues in a field of work and the interface between different fields, and create new forms of knowledge • Employ advanced skills, to solve critical problems and formulate new structures, and/or to redefine existing knowledge or professional practice • Demonstrate exemplary ability to innovate, and formulate ideas and structures
5	Accountable for achieving assigned objectives, decisions made by self and others	Provide leadership to achieve desired work results; Manage resources, set milestones and drive work	Complex	<ul style="list-style-type: none"> • Evaluate factual and advanced conceptual knowledge within a field of work, involving critical understanding of theories and principles • Select and apply an advanced range of cognitive and technical skills, demonstrating mastery and innovation, to devise solutions to solve complex and unpredictable problems in a specialised field of work • Manage and drive complex work activities
4	Work under broad direction Hold accountability for performance of self and others	Exercise judgment; Adapt and influence to achieve work performance	Less routine	<ul style="list-style-type: none"> • Evaluate and develop factual and conceptual knowledge within a field of work • Select and apply a range of cognitive and technical skills to solve non-routine/abstract problems • Manage work activities which may be unpredictable • Facilitate the implementation of innovation
3	Work under broad direction May hold some accountability for performance of others, in addition to self	Use discretion in identifying and responding to issues, work with others and contribute to work performance	Less routine	<ul style="list-style-type: none"> • Apply relevant procedural and conceptual knowledge and skills to perform differentiated work activities and manage changes • Able to collaborate with others to identify value-adding opportunities
2	Work with some supervision Accountable for a broader set of tasks assigned	Use limited discretion in resolving issues or enquiries. Work without frequently looking to others for guidance	Routine	<ul style="list-style-type: none"> • Understand and apply factual and procedural knowledge in a field of work • Apply basic cognitive and technical skills to carry out defined tasks and to solve routine problems using simple procedures and tools • Present ideas and improve work
1	Work under direct supervision Accountable for tasks assigned	Minimal discretion required. Expected to seek guidance	Routine	<ul style="list-style-type: none"> • Recall factual and procedural knowledge • Apply basic skills to carry out defined tasks • Identify opportunities for minor adjustments to work tasks

Overview of Critical Core Skills

Critical Core Skills (CCS)

Critical Core Skills (CCS) are common, transferable skills that enable individuals to be employable and employed, facilitate their career mobility, and enable the acquisition of Technical Skills and Competencies (TSCs) relevant for specific job roles in the sector.

CCS Category	CCS	CCS Description	Proficiency Levels		
			Basic	Intermediate	Advanced
Interacting with Others	Building Inclusivity	Collaborate with stakeholders from different backgrounds or with different abilities, including diversity dimensions such as race, ethnicity, religion, gender orientation, age, physical and learning ability, education, socio-economic status and political belief, to understand the interests of diverse groups and build an inclusive work environment	Demonstrate sensitivity to the differences in diversity dimensions and perspectives	Manage relationships across diverse groups within the organisation	Oversee the develop and implement processes and practices which build an inclusive work environment and enable diverse groups to work effectively together
	Collaboration	Manage relationships and work collaboratively and effectively with others to achieve goals	Contribute to a positive and cooperative working environment by fulfilling own responsibilities, managing interpersonal relationships and providing support to others to achieve goals	Build relationships and work effectively with internal and external stakeholders to create synergies in working towards shared goals	Establish team effectiveness and manage partnerships to create a cooperative working environment which enables the achievement of goals
	Communication	Convey and exchange thoughts, ideas and information effectively through various mediums and approaches	Communicate with others to share information, respond to general inquiries and obtain specific information	Tailor communication approaches to audience needs and determine suitable methods to convey and exchange information	Synthesise information and inputs to communicate an overarching storyline to multiple stakeholders
	Customer Orientation	Identify the needs of customers, both internal and external, to deliver an effective customer experience	Demonstrate an understanding of customer needs or objectives to respond in a way which delivers an effective customer experience	Build relationships with customers to anticipate needs and solicit feedback to improve the customer experience	Foster the creation of an effective customer experience
	Developing People	Empower others to learn and develop their capabilities to enhance their performance and achieve personal or professional goals	Create individual career and development plans, and support co-workers in performing their work activities	Develop and coach team members to identify and leverage their strengths to enhance performance	Foster a conducive environment to enable employees' professional and personal development, in alignment with the organisation's objectives and goals
	Influence	Influence behaviours, beliefs or attitudes in order to achieve desired outcomes and solutions	Demonstrate empathy to understand the feelings and actions of others and communicate in ways that limit misunderstandings and influence others on operational issues	Develop relationships with stakeholders to build confidence, alignment and communicate desired purpose, goals or objectives	Build consensus with stakeholders to achieve desired outcomes on matters of strategic importance

Overview of Critical Core Skills

Critical Core Skills (CCS)

CCS Category	CCS	CCS Description	Proficiency Levels		
			Basic	Intermediate	Advanced
Staying Relevant	Adaptability	Exercise flexibility in behaviours or approaches to respond to changes and evolving contexts	Modify behaviours and approaches to respond to changes and evolving contexts	Manage change in evolving contexts	Foster a culture of flexibility that caters to changes and evolving contexts
	Digital Fluency	Leverage digital technology tools, systems, and software across work processes and activities to solve problems, drive efficiency and facilitate information sharing	Perform work processes and activities using identified digital technology tools, systems and software	Identify opportunities and evaluate risks of integrating digital technology tools, systems and software across work processes and activities	Drive the creation of a digital culture and environment, educating stakeholders across the organisation on the benefits and risks of digital technology tools, systems and software
	Global Perspective	Operate in cross-cultural environments, demonstrating an awareness of the wider global context and markets to identify potential opportunities and risks	Demonstrate an understanding of global challenges and opportunities to work effectively in a cross-cultural environment	Develop global networks and determine impact of global context and trends on the organisation's vision, objectives and operating climate	Lead the resolution of the challenges of operating in a cross-cultural environment and build the organisation's capabilities to compete in a global environment
	Learning Agility	Deploy different learning approaches which enable continuous learning across different contexts to drive self development and the achievement of long-term career goals	Identify opportunities and targets for learning to facilitate continuous career development	Deploy various learning approaches in different settings to maximise opportunities for learning and self-reflection and measure their impact on the achievement of career goals	Establish an organisational culture of continuous learning to encourage the adoption of new learning approaches and identification of new learning opportunities
	Self Management	Take ownership of managing one's personal effectiveness, personal brand and holistic physical, mental, emotional and social well-being	Exercise self-awareness by monitoring own behaviours and ways of working in personal and professional capacities, and implement techniques for improvement	Analyse own well-being and personal effectiveness to develop strategies to regulate self and build personal brand	Evaluate strategies to manage own well-being, personal effectiveness and personal brand

Overview of Critical Core Skills

Critical Core Skills (CCS)

CCS Category	CCS	CCS Description	Proficiency Levels		
			Basic	Intermediate	Advanced
Thinking Critically	Creative Thinking	Adopt diverse perspectives in combining ideas or information and making connections between different fields to create different ideas, improvements and solutions	Connect ideas or information to propose and test ideas, improvements and solutions which challenge current assumptions or ways of working	Integrate multiple ideas and information from across various fields to develop solutions and new ways of working which address specific issues and deliver impact	Cultivate a culture of innovation and creativity across the organisation to push boundaries and reshape goals and possibilities
	Decision Making	Choose a course of action from several alternatives developed through a structured process in order to achieve intended goals	Follow processes to make decisions which achieve intended goals using given information and guidelines	Implement structured decision making processes and analyse multiple sources of information to propose solutions	Define decision making criteria, processes and strategies and evaluate their effectiveness
	Problem Solving	Generate effective and efficient solutions to solve problems and capitalise on new opportunities	Identify problems and implement guidelines and procedures to solve problems and test solutions	Determine underlying causes of problems and collaborate with other stakeholders to implement and evaluate solutions	Anticipate potential problems to drive a culture of continuous improvement which seeks to turn problems into opportunities across the organisation
	Sense Making	Leverage sources of qualitative and quantitative information and data to recognise patterns, spot opportunities, infer insights and inform decisions	Organise and interpret information to identify relationships and linkages	Analyse information and data and uncover patterns, opportunities and impacts	Evaluate relationships, patterns and trends to inform actions and generate wider insights
	Transdisciplinary Thinking	Apply concepts from multiple disciplines, and synthesise different areas of knowledge and insights to guide decisions, foster cooperation and drive continuous improvement	Explore concepts from outside one's field of expertise to supplement one's knowledge, proficiency and work practices	Identify opportunities for transdisciplinary collaboration and knowledge transfer to facilitate the integration of knowledge from different disciplines	Endorse collaboration and the integration of knowledge across disciplines to make decisions and solve problems within and outside the organisation

Supporting Organisations and Acknowledgements

We would like to thank the following organisations and partners for their support and contributions in the development and validation of the Skills Framework for Early Childhood.

Agape Little Uni
Alphabet Playhouse
Anglican Preschool Services – St. James’ Church Kindergarten & Little Seeds Preschool
Arise Kindergarten
Association for Early Childhood Educators (Singapore) - AECES
Association of Early Childhood and Training Services (ASSETS)
Autism Resource Centre (Singapore)
AWWA
Babilou Family Singapore
Busy Bees Asia
Centre for Evidence and Implementation
Creative O Preschoolers’ Bay
E-Bridge Pre-School (Member of EtonHouse International Education Group)
Education Services Union (ESU)
Eshkol Valley
Far Eastern Kindergarten
Fei Yue Community Services
Grace Child Development Centre
Hanis Montessori Kindergarten
Harmoni Preskool @ Yishun
Hebron Christian Preschool
Ichiban Montessori Preschool Group Pte Ltd
IYAD PERDAUS
Jus Infants @ East Coast Pte Ltd
Kaypoh Road Baptist Church Kindergarten
Khalsa Kindergarten / SKA
Kinderland Preschool
KK Women’s and Children’s Hospital, Department of Child Development
Little Shepherd’s Schoolhouse
Living Sanctuary Kindergarten
M.Y World
Maplebear International Schoolhouse
Metta Welfare Association
MFC Kindergarten
Mindchamps Preschool
Ministry of Education (MOE)
Nanyang Kindergarten
National Institute of Early Childhood Development (NIEC)
National Institute of Education (NIE)
National University Hospital (NUH)
NTUC First Campus Co-operative Ltd
NurtureStars Preschool
PAP Community Foundation
PPIS Child Development Centres
Presbyterian Community Services
Rainbow Centre, Singapore
Ramakrishna Mission Sarada Kindergarten
Singapore Hokkien Huay Kuan Preschool
Skool4Kidz Preschool
Social Service Fellow
SPD
Sunflower Childcare Group Pte Ltd
Swallows and Amazons Kindergarten
The Ascension Kindergarten
Thye Hua Kwan Moral Charities
TOUCH Early Childhood Intervention - Touch Community Services
YMCA of Singapore
YWCA Child Development Centre
Zulfa Kindergarten

The Skills Framework for Early Childhood was developed with contributions of many stakeholders and partners in the early childhood education sector, and we would like to express our gratitude for the many helping hands that worked with us to bring the Skills Framework to fruition.

Wage Information

Job Roles	Indicative Monthly Gross Salary Range* (\$)
EARLY CHILDHOOD	
Centre Leader	\$4,100 - \$7,600
Senior Centre Leader	
Lead Preschool Educator	\$2,200 - \$3,900
Senior Preschool Educator	
Preschool Educator	
Beginning Preschool Educator	
Senior Early Years Educator	\$1,800 - \$3,150
Early Years Educators	
Beginning Early Years Educators	
Infant Educators	

1) Wage information for EC roles is based on the 2019 salary survey by Korn Ferry commissioned by ECDA.

2) Information on the EI salary ranges are updated regularly as part of the annual NCSS Salary Guidelines for the Social Service Sector. For the latest EI salary ranges, please refer to <https://www.ncss.gov.sg/social-service-careers/sector-salary-guidelines>.

3) Salaries for Deputy Centre Leaders, Curriculum Specialist, Lead Early Years Educators, Senior Infant Educators, Beginning Infant Educators and Learning Support roles are not available as these are new roles in the Skills Framework.

4) Actual salaries may differ due to market conditions and company/ organisation policies

SKILLS FRAMEWORK FOR EARLY CHILDHOOD



Scan this QR code to find out more
about the Skills Framework for Early Childhood

For more information, please visit skillsfuture.gov.sg

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