

# Introduction to the ECCE Skills Map

The ECCE Skills Map details the skills for each of the ECCE occupations, aligned to the three tracks (Educarer Track, Teacher Track and Leader Track) in the ECCE career pathways.

The components within the Skills Map and brief descriptions are as follows:

- ECCE Occupations
- Skills Categories
- Skills
- Training Programmes

## ECCE OCCUPATIONS

There are 13 ECCE occupations listed on the Skills Map. A broad overview of the profile of each occupation is provided in the table on 'Occupation Description'.

## SKILLS CATEGORIES

Skills categories provide information on the broad area or function in which the skills within the Skills Map are mainly found. This information is used to provide contextual information on the background of the Skills Standards.

The ECCE Skills Map comprises 4 Skills Categories across all occupations in the career pathways:

### **Developing the Child Holistically**

This category focuses on the holistic development of children through programme development. This would include having a sound understanding of child development theories, pedagogy, the learning environment, interactions and relationships, as well as health, safety and nutrition.

### **Collaborating with Families and the Community**

This category focuses on establishing and sustaining strong partnerships with families and community stakeholders.

### **Building Professional Capacity**

This category focuses on the importance of life-long learning and taking ownership of one's professional growth and development for the purpose of strengthening children's learning and development.

### **Building Organisational Capacity**

This category focuses on enhancing capabilities, as well as aligning systems and structures within centres to realise centres' goals and vision.

## SKILLS

A skill is the ability to perform a designated set of work activities. Each skill is related to a specific skill category.

## TRAINING PROGRAMMES

You will find the relevant training programmes and opportunities that will equip you with the knowledge, skills and dispositions for the respective occupations.

# ECCE Occupation

## Occupation Description

Pinnacle Leader	The Pinnacle Leader is a transformational leader who works with ECDA to uplift the quality and image of the ECCE sector. He/she is an advocate of the vision, mission and values of the ECCE sector. He/she drives pedagogical excellence and fosters strategic partnerships within the ECCE fraternity and the wider community. He/she is a proponent of continuous learning and reflective practice, and role models how to establish a culture of continuous learning and research in teaching and learning. The Pinnacle Leader also serves as advisor and mentor to educators and leads in fostering a culture of collaboration and professionalism among educators.
Senior Centre Leader	The Senior Centre Leader has a span of influence over a cluster of centres/Centre Leaders. He/she plays an active role as a mentor to Centre Leaders, guiding them in the development of strategic plans and structures to foster a culture of care, respect, continuous learning, and collaboration. Steeped in pedagogical knowledge and leadership, the Senior Centre Leader advances professionalism and organisation excellence through mentoring Centre Leaders on centre leadership and management. He/she drives the conceptualisation of cluster wide networking plans to establish and sustain collaborative partnerships with stakeholders.
Senior Lead Teacher	The Senior Lead Teacher has a span of influence over professional matters within a cluster. Steeped in knowledge on the latest developments in pedagogy, the Senior Lead Teacher provides leadership in the review, design and implementation of holistic curriculum and drives the development of teaching and learning practices within the cluster. He/she fosters a strong culture of collaboration among educators and promotes professionalism.
Centre Leader	The Centre Leader leads in developing strategic plans and structures to foster a culture of care and trust, mentoring, collaborative professionalism, and continuous learning within the centre. As a mentor to Senior Pre-school Teachers/Educators, the Centre Leader inspires a vision of learning and curriculum, and guides them in designing and implementing a holistic curriculum. He/she develops frameworks for sustained collaborative partnerships with stakeholders. The Centre Leader is responsible for managing centre operations and adhering to industry regulations. He/she leads in establishing and sustaining the centre's mission, vision and values, and oversees the well-being of staff.
Lead Teacher	The Lead Teacher provides leadership for the development of teaching and learning practices at the centre. Steeped in knowledge on the latest developments in pedagogy, the Lead Teacher mentors Senior Pre-school Teachers and provides leadership in designing and implementing a holistic curriculum. Working with the Centre Leader, he/she fosters a culture of continuous learning and professionalism, and develops and leads teachers in partnerships and sustained collaboration with stakeholders.
Senior Pre-school Teacher	The Senior Pre-school Teacher mentors teachers to enhance their teaching practice including the nurturing of trusting and respectful relationships with children. He/she utilises in-depth subject knowledge and pedagogical expertise to design and implement a developmentally and culturally appropriate curriculum for children, as well as contributes to innovations in teaching and learning practices. As an experienced early childhood educator, the Senior Pre-school Teacher oversees the design and set up of secure and quality learning environments for children. He/she develops structures for sustained collaborative partnerships with families and communities, and supports the Lead Teacher in fostering a culture of continuous learning, collaboration and collegiality within the centre.
Pre-school Teacher	<p>The Pre-school Teacher effectively creates a secure a quality learning environment for children. He/she creates a secure environment for children through enhancing trusting and respectful relationships with them. He/she enriches children's learning through co-designing and implementing a developmentally and culturally appropriate curriculum, while effectively integrating innovative teaching and learning practices. The Pre-school Teacher is proactive and intentional in strengthening partnerships with families and the community, and co-designs collaborative efforts with colleagues and stakeholders to achieve this goal. As an experienced early childhood educator, the Pre-school Teacher guides teachers in enhancing their practice. The Pre-school Teacher engages in continuous learning and reflective practice. He/she also contributes to the centre's culture of collaboration and collegiality.</p> <p>A Pre-school Teacher who has at least 3 years of experience can undergo additional training to become a Learning Support Educator (LSEd). The LSEd works closely with children with mild developmental needs and equips them with age-appropriate skills to optimise learning.</p>
Beginning Pre-school Teacher	The Beginning Pre-school Teacher creates a secure and quality learning environment for children through fostering meaningful relationships with them. He/she supports the holistic development of children through implementing a developmentally and culturally appropriate curriculum, and nurturing trusting and respectful relationships with children. The Beginning Pre-school Teacher is intentional in building 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 an early childhood educator, the Beginning Pre-school Teacher engages in continuous learning and reflective practice.
Senior Educarer	The Senior Educarer plays an active role as a mentor to educators. He/she provides leadership in the design and set up of secure and quality learning environments for young children, and guides educators in nurturing respectful, responsive and reciprocal relationships with them. The Senior Educarer leads in the design and implementation of a developmentally and culturally appropriate curriculum. He/she develops structures for sustained collaborative partnerships with families and the community, and is intentional in establishing and co-leading collaborative partnerships with them. The Senior Educarer designs and implements centre initiatives and programmes, and contributes to the centre's culture of continuous learning, collaboration and collegiality, in line with its vision, mission and goals
Educarer 2	The Educarer 2 guides educators in responding to the needs of young children. He/she ensures a secure and quality learning environment for children, and models respectful, responsive and reciprocal relationships with them. The Educarer 2 is proficient in designing and implementing a developmentally and culturally appropriate curriculum to support the learning and developmental needs of the individual child. He/she is intentional in establishing partnerships with families and the community, and supports the centre's collaborative efforts in engaging the community. As an experienced early childhood educator, the Educarer 2 guides educators to improve their teaching and caregiving practices. He/She engages in ongoing professional development and reflective practice, and contributes to fostering a culture of collaboration and collegiality with relevant stakeholders.
Educarer 1	The Educarer 1 is attuned and responsive to the needs of young children. He/she successfully creates a secure environment for young children through enhancing respectful, responsive and reciprocal relationships with them. He/she also creates a quality learning environment through designing and implementing developmentally and culturally appropriate curriculum. The Educarer 1 is proactive and intentional in building trusting and respectful partnerships with parents and families, and supports the centre's collaborative efforts in engaging the community. He/she actively engages in and contributes to the centre's initiatives, contributing to fostering a culture of collaboration and collegiality. As an early childhood educator, the Educarer 1 engages in continuous learning and reflective practice.
Infant/Toddler Educarer Beginning Educarer	The Infant/Toddler Educarer or Beginning Educarer 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 also creates a quality learning environment through assisting in implementing a developmentally and culturally appropriate curriculum. The Infant/Toddler Educarer or Beginning Educarer is intentional in building trusting and respectful partnerships with parents and families. He/she actively engages in centre initiatives and supports its collaborative efforts with the community. He/she also works closely with colleagues and contributes to a culture of collaboration and collegiality. As an early childhood educator, the Infant/Toddler Educarer or Beginning Educarer engages in continuous learning and reflective practice.

# Occupation Description