

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

Occupation: Beginning Pre-school Teacher

Occupation Description:

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 developmentally and culturally appropriate curricula, 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.

Important Points to Note about this Document

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

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The skills expected of the Beginning Pre-school Teacher are summarised below:

Skill Category*	Skill	
Developing the Child Holistically	<p><u>Child Development</u> ECC-DCH-3011-1.1 Apply Understanding of How Children (Birth to Age 8) Learn and Develop (Beginning Pre-school Teacher)</p>	
	<p><u>Curriculum and Pedagogy</u> ECC-DCH-3012-1.1 Evaluate Teaching and Learning Approaches Aligned to Curriculum Frameworks</p>	
	<p>ECC-DCH-3013-1.1 Apply Classroom Management Strategies, and Strategies to Observe and Document Children's Learning</p>	
	<p>ECC-DCH-3014-1.1 Inculcate the Core Values of Early Childhood Education Through Classroom Activities and Programmes (Beginning Pre-school Teacher)</p>	
	<p><u>Learning Environment</u> ECC-DCH-3015-1.1 Set up Quality Learning Environments (Beginning Pre-school Teacher)</p>	
	<p><u>Interactions and Relationships</u> ECC-DCH-3016-1.1 Foster Trusting, Respectful Relationships with Children Through Positive Interactions With Them</p>	
	<p>ECC-DCH-3017-1.1 Guide the Development and Enhancement of Self-Awareness, Self-Regulation, Social Awareness and Confidence in Children</p>	
	<p><u>Health, Safety and Nutrition</u> ECC-DCH-3018-1.1 Adhere to Health, Safety, Nutritional and Hygiene Standards and Procedures (Beginning Pre-school Teacher)</p>	
	Collaborating with Families and Community	<p><u>Family and Community Partnerships</u> ECC-CFC-3003-1.1 Establish Home-centre Partnerships (Beginning Pre-school Teacher)</p>
		<p>ECC-CFC-3004-1.1 Engage in Collaborative Projects with Community Stakeholders (Beginning Pre-school Teacher)</p>

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Skill Category*	Skill
Building Professional Capacity	<p><u>Professional Mastery</u> ECC-BPC-3003-1.1 Engage in Continuous Learning and Reflective Practice (Beginning Pre-school Teacher)</p> <p><u>Professional Values and Ethics</u> ECC-BPC-3004-1.1 Demonstrate Ethical Behaviour and Professionalism (Beginning Pre-school Teacher)</p>
Building Organisational Capacity	<p><u>Teamwork and Collaboration</u> ECC-BOC-3004-1.1 Collaborate With Colleagues to Foster Positive Workplace Relations (Beginning Pre-school Teacher)</p> <p>ECC-BOC-3005-1.1 Engage in Centre Initiatives and Programmes</p> <p><u>Visioning and Planning</u> ECC-BOC-3006-1.1 Demonstrate Understanding of the Centre’s Vision, Mission and Values (Beginning Pre-school Teacher)</p>

* The definition of the ECCE Skill Category can be found in [Annex 1](#).

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

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Skill Code	ECC-DCH-3011-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Child Development
Skill	Apply Understanding of How Children (Birth to Age 8) Learn and Develop (Beginning Pre-school Teacher)		
Skill Description	This skill describes the ability to apply contemporary theories and literature to support the growth, well-being, learning and development of each child. It also includes the ability to guide and adapt teaching and learning practice by applying understanding of developmental stages of children birth to age 8 and acknowledging that all children have different strengths and learning abilities.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Developmental theories • Different areas of children’s growth and development • Expected milestones (developmental stages) across different areas of children’s growth and development • Factors that contribute to children’s growth, well-being, learning and development • Strengths-based views on the differences between typical and atypical development and learning (birth to age 8) • The relevant curriculum frameworks utilised in Singapore 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Apply understanding of developmental stages of children birth to age 8 to guide practice • Apply understanding of contemporary theories and literature to support the growth, well-being, learning and development of each child 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Maintain confidentiality with regards to information on atypical development of children 		
Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of work.</i>	N/A		

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<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Developmental theories may include, but are not limited to:</p> <ul style="list-style-type: none"> • Bioecological Systems Theory (Bronfenbrenner) • Cognitive Development Theory (Bruner, Piaget) • Maturationist Theory (Gessell, Rosseau) • Psychoanalytical Theory (Erikson) • Sociocultural Theory (Vygotsky) • Theory of Multiple Intelligences (Gardner) <p>Different areas of children’s growth and development must include:</p> <ul style="list-style-type: none"> • Physical development • Cognitive development • Social-emotional development <p>Expected milestones (developmental stages) must include:</p> <ul style="list-style-type: none"> • Birth and Infancy • Toddlerhood • Pre-school • Early School-Going Age (up to 8) <p>Factors that contribute to children’s growth, well-being, learning and development may include, but are not limited to:</p> <ul style="list-style-type: none"> • Individual characteristics (e.g. temperament, personality,) • Family (e.g. pertinent medical history, family background, home environment) • Community • Language and Culture <p>Strengths-based views on the differences between typical and atypical development and learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • Understanding that children’s learning is dynamic, complex and holistic • Understanding that children demonstrate their learning in different ways • Starting with what is present (rather than absent), and writing about what works for the child • Acknowledging that all children have strengths and abilities, and grow and develop from their strengths and abilities <p>Relevant Curriculum Frameworks must include:</p> <ul style="list-style-type: none"> • Nurturing Early Learners (NEL) Framework <p>While young children’s physical growth and development may be predictable, their other developmental needs may be less so. Child development theories provide foundational understanding, but in reality, the nature of development is largely determined by the above-mentioned factors, and that individual differences frequently exist and require teachers to be observant, thoughtful and responsive.</p>
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Skill Code	ECC-DCH-3012-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Evaluate Teaching and Learning Approaches Aligned to Curriculum Frameworks		
Skill Description	This skill describes the ability to evaluate the effectiveness of teaching and learning approaches by applying interpretation of observations and documentation of children’s learning, applying knowledge of foundations of effective teaching and learning approaches and collaborating with colleagues. It also includes applying understanding of each child and of group dynamics to identify and implement appropriate teaching and learning approaches.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Early childhood pedagogy • Foundations of effective teaching and learning approaches • A range of teaching and learning approaches • The relevant curriculum frameworks utilised in Singapore • Strategies to interpret observations and documentation of children’s learning • Dynamics of groups of children within the class • Strategies to implement a curriculum that builds the foundation for children to achieve the key stage outcomes of pre-school Education, as described in the Nurturing Early Learners (NEL) Framework 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Apply knowledge of foundations of effective teaching and learning approaches to ensure children’s learning • Apply and integrate a range of teaching and learning approaches to foster children’s learning • Apply interpretations of observations and documentation of children’s learning to refine teaching and learning approaches • Apply understanding of each child and the dynamics of the groups of children to identify appropriate teaching and learning approaches 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Collaborate with colleagues to assess effectiveness of teaching and learning approaches • Communicate with families to assess effectiveness of teaching and learning approaches 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>N/A</p>
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Foundations of effective teaching and learning approaches must include, but are not limited to:</p> <ul style="list-style-type: none"> • Understanding of children's prior knowledge • Understanding of children's developmental stages • The learning dispositions as encapsulated in the acronym PRAISE <ul style="list-style-type: none"> ○ Perverserance ○ Reflectiveness ○ Appreciation ○ Inventiveness ○ Sense of wonder and curiosity ○ Engagement • Applying iTeach principles in the planning, designing, implementation and evaluation of meaningful and relevant learning experiences for children <ul style="list-style-type: none"> ○ Integrated approach to learning ○ Teachers as facilitators of learning ○ Engaging children in learning through purposeful play ○ Authentic learning through quality interactions ○ Children as constructors of knowledge ○ Holistic development <p>Teaching and learning approaches must include, but are not limited to:</p> <ul style="list-style-type: none"> • Child-directed play and learning • Guided learning • Teacher-directed learning <p>Relevant Curriculum Frameworks must include:</p> <ul style="list-style-type: none"> • Nurturing Early Learners (NEL) Framework • Nurturing Early Learners (NEL) Framework for Mother Tongue Languages <p>The key stage outcomes of pre-school education are:</p> <ul style="list-style-type: none"> • Know what is right and what is wrong • Be willing to share and take turns with others • Be able to relate to other • Be curious and able to explore • Be able to listen and speak with understanding • Be comfortable and happy with themselves • Have developed physical co-ordination, healthy habits, participate in and enjoy a variety of arts experience • Love their families, friends, teachers and school

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Skill Code	ECC-DCH-3013-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Apply Classroom Management Strategies, and Strategies to Observe and Document Children’s Learning		
Skill Description	This skill describes the ability to utilise observations and documentations of children’s learning and development, to gain an in-depth understanding of each child, develop appropriate activities and create an environment that is conducive to teaching and learning. It also includes responding to questions from colleagues and families about children’s behaviour, maintaining confidentiality of young children and their families and collaborating with colleagues to assess impact of observation and documentation techniques adopted.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Theories and expected milestones (developmental stages) across different areas of children’s growth and development • Classroom management strategies • The importance of observing and documenting children’s learning • Types of observation techniques • The purpose of different types of observation and documentation of children’s learning • Approaches to analyse and interpret observations and documentations of children’s learning • The importance of maintaining the confidentiality of young children and their families 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Apply classroom management strategies to create an environment that is conducive to teaching and learning • Utilise observations and documentation of children’s learning and development to inform practice • Gain an in-depth understanding of each child • Support the planning process and develop appropriate activities based on observations of children in the group 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Respond to questions from colleagues and families about children’s behaviour or refer to appropriate staff • Maintain the confidentiality of young children and their families • Collaborate with colleagues to assess observation and documentation 		

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<i>professional codes of ethics.</i>	techniques
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Reflect on and evaluate observations and documentations
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Classroom management strategies may include, but are not limited to:</p> <ul style="list-style-type: none"> • Proactively teaching children how to manage their emotions • Establishing and teaching clear rules and routines • Organising the environment • Being aware of what is happening and intervening when necessary • Planning transitions • Using visual cues • Using incidental and spontaneous situations as teaching opportunities <p>Types of observation of children's learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • Anecdotal and running records • Time and event sampling • Checklists • Observing while participating in an experience with children <p>Types of documentation of children's learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • Samples of child's work (e.g. drawings, early writings) • Learning stories • Photographs • Audio/video recording • Discussions with family and other caregivers • Portfolios <p>Maintaining the confidentiality of young children and their families may include, but are not limited to:</p> <ul style="list-style-type: none"> • Ensuring families have provided informed consent for photography/videography • Utilising discretion when discussing observations with family and other caregivers • Ensuring observations and documentations are kept in a secure location, and not removed from the centre <p>In-depth understanding of each child may include but is not limited to:</p> <ul style="list-style-type: none"> • Life experience • Temperament • Interests, skills and talents • Cultural and language background

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Skill Code	ECC-DCH-3014-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Inculcate the Core Values of Early Childhood Education Through Classroom Activities and Programmes (Beginning Pre-school Teacher)		
Skill Description	This skill describes the ability to plan and implement child-centric activities that inculcate the core values of early childhood education.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Core values of early childhood education (as outlined in the relevant curriculum frameworks utilised in Singapore) • Strategies to design and implement classroom activities and programmes that inculcate the core values of early childhood education 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Plan and implement child-centric activities that inculcate the core values of early childhood education 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Contribute to the planning and implementation of child-centric activities and programmes that inculcate the core values of early childhood education 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Collaborate with colleagues to plan and implement child-centric programmes that inculcate the core values of early childhood education 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Relevant Curriculum Frameworks must include:</p> <ul style="list-style-type: none"> • Nurturing Early Learners (NEL) Framework 		

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Skill Code	ECC-DCH-3015-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Learning Environment
Skill	Set Up Quality Learning Environments (Beginning Pre-school Teacher)		
Skill Description	This skill describes the ability to set up the learning environment purposefully, through interpretation of observations and documentation to provide engaging, stimulating and challenging learning experiences that support integrated learning and the curriculum. It also includes collaboration with colleagues to set up quality learning environments, the use of appropriate learning resources to provide developmentally-appropriate choices for children, and research on latest strategies to enhance the learning environment.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Developmental stages of children from birth to age 8 • Interests of children • Types of learning environments <ul style="list-style-type: none"> ○ Physical environment (both indoor and outdoor) ○ Temporal environment ○ Interactional environment • Features of a quality learning environment • Strategies to set up a quality learning environment that supports the curriculum • Strategies to interpret observations and documentation of children’s learning • A range of developmentally appropriate learning resources • The relationship between the types of learning environments 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Design the learning environment purposefully to provide engaging, stimulating and challenging learning experiences • Provide children with frequent and regular access to the outdoors (including opportunities to explore the natural environment) • Utilise developmentally appropriate learning resources to foster children’s learning • Utilise interpretation of observations and documentation to provide developmentally appropriate choices for children • Create a learning environment that supports integrated learning 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		

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<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Collaborate with colleagues to set up quality learning environment
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Research new ideas to enhance the learning environment
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Features of a quality learning environment (physical) must include, but are not limited to:</p> <ul style="list-style-type: none"> • Safety • Positioning and flexibility • Space and organisation of learning areas • Aesthetics • Developmentally-appropriate resources • Adequate storage space <p>Features of a learning environment (temporal) must include, but are not limited to:</p> <ul style="list-style-type: none"> • A daily schedule that is predictable for young children • Elements such as transitions, play, small/large group time • Flexibility to meet the requirements and interests of individual children <p>Features of a learning environment (interactional) must include, but are not limited to:</p> <ul style="list-style-type: none"> • Responsiveness to the needs of each child • Sufficient time and space for children to explore and interact with teachers and peers • Provision of thoughtfully selected resources • Appropriate and positive guidance techniques • Predictable daily and/or weekly routines • Transition activities <p>The relationship between the types of learning environments may include, but is not limited to:</p> <ul style="list-style-type: none"> • The interactional environment being shaped by the physical environment

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Skill Code	ECC-DCH-3016-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Interactions and Relationships
Skill	Foster Trusting, Respectful Relationships with Children Through Positive Interactions with Them		
Skill Description	This skill describes the ability to foster trusting, respectful relationships with children by demonstrating understanding of, and respect towards, children of different temperaments and culture. This includes creating a nurturing, emotional and interactional environment that promotes security and attachment for children. It also includes managing one's emotional responses towards children to provide respectful and responsive care-giving, and self-reflection of own effectiveness in identifying and applying appropriate positive guidance techniques.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Developmental stages of children from birth to age 8 • The importance of establishing trusting and respectful relationships with children so they feel safe, secure and valued • The basic needs, abilities, interests and background of each child • Features of a learning environment (interactional) • Different patterns of attachment that support the development of healthy attachment relationships • Different ways adult interactions can support the development of healthy attachment relationships • Strategies to foster trusting, respectful relationships and positive interactions with children • A variety of positive guidance techniques • The impact of one's emotional responses to children 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate understanding and respect toward children of different personalities and behavioural styles • Demonstrate respect for children's culture, language, and religion in daily interactions • Promote children's security and attachment by responding promptly, appropriately and consistently to the needs of each child, and offering predictable daily routines and interactions • Create a nurturing emotional and interactional environment that provides security for children • Utilise positive guidance techniques to acknowledge and affirm each child's personal efforts 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to</i>	N/A		

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<i>organisational goals.</i>	
<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Manage own emotional responses towards children to provide respectful and responsive care-giving • Collaborate with families to understand the diverse background of each child
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on own effectiveness in identifying and applying the appropriate positive guidance techniques to support children's emotional development.
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Features of a learning environment (interactional) must include, but are not limited to:</p> <ul style="list-style-type: none"> • Responsiveness to the needs of each child • Sufficient time and space for children to explore and interact with teachers and peers • Provision of thoughtfully selected resources • Appropriate and positive guidance techniques • Predictable daily and/or weekly routines • Transition activities <p>Different patterns of attachment may include:</p> <ul style="list-style-type: none"> • Secure attachment • Ambivalent attachment • Avoidant attachment • Disorganised attachment <p>Strategies to foster trusting, respectful relationships through positive interactions with children must include, but are not limited to:</p> <ul style="list-style-type: none"> • Ensuring that children experience continuity in their relationships and experiences • Listening and responding to children with full attention • Providing children with a caring presence • Observing and knowing the needs of each child through attuned engagement and awareness <p>Positive guidance techniques must include, but are not limited to:</p> <ul style="list-style-type: none"> • Positive verbal and non-verbal communication, such as: <ul style="list-style-type: none"> • Encouragement, praise and acknowledgement, where appropriate • Listening attentively to children, trying to understand what they want to communicate • Displaying positive body posture, gestures, and facial expressions • Offering appropriate choices • Facilitating problem solving with children • Modelling appropriate behaviour

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Skill Code	ECC-DCH-3017-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Interactions and Relationships
Skill	Guide the Development and Enhancement of Self-Awareness, Self-Regulation, Social Awareness and Confidence in Children		
Skill Description	<p>This skill describes the ability to use appropriate strategies to guide the development and enhancement of self-awareness, self-regulation, social awareness and confidence in children, based on the understanding of developmental stages of each child and theories of social and emotional development. It includes guiding children in the understanding and identification of their own strengths, likes and dislikes, and needs.</p> <p>It also includes providing appropriate opportunities for children to make informed choices about matters that affect them, model recognition and expression of feelings, assisting children in identifying and expressing their feelings in appropriate ways, guiding children in recognising the feelings and perspectives of others, appreciating diversity and showing respect for others, motivating children to succeed when faced with challenges and demonstrating support for children who require guidance in managing distress.</p>		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Developmental stages of children from birth to age 8 • Theories of social and emotional development • Features of an emotionally and psychologically safe environment • Strategies to guide the development and enhancement of self-awareness, self-regulation, social awareness and confidence in children 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Promote children’s sense of self, and sense of belonging and connectedness • Guide children in the understanding and identification of their own strengths, likes and dislikes, and needs • Model recognition and expression of feelings • Assist children in identifying and expressing their feelings in appropriate ways • Promote self-regulated behaviour based on the understanding of the developmental stage of each child • Demonstrate support for children who require guidance in managing distress, or encouragement to interact or communicate • Guide children in recognising the feelings and perspectives of others, appreciating diversity and showing respect for others regardless of differences • Provide appropriate opportunities for children to make informed choices about things that affect them • Motivate children to succeed when they are faced with challenges 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values</i>	N/A		

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<i>that are aligned to organisational goals.</i>	
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> • Manage and cultivate own emotional responses when interacting with families
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Features of an emotionally and psychologically safe environment must include: <ul style="list-style-type: none"> • Responsiveness to each child's unique individual needs, abilities and temperaments • Quiet areas or other safe ways for children to self-regulate when needed • Opportunities for children to learn and practise appropriate and acceptable behaviours as individuals and as a group • Support for each child to know, accept, and be confident in him or herself and to develop a sense of independence

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Skill Code	ECC-DCH-3018-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Health, Safety and Nutrition
Skill	Adhere to Health, Safety, Nutritional and Hygiene Standards and Procedures (Beginning Pre-school Teacher)		
Skill Description	This skill describes the ability to ensure a safe and healthy physical environment for children by following regulations regarding basic health, hygiene, and safety. It includes adherence to procedures for handling illnesses, accidents and emergencies, promoting healthy eating habits of children by ensuring a balanced diet and teaching and modelling good nutrition, hygiene and safety practices. It also includes communicating openly with colleagues, families and professionals with regards to health and safety matters, and keeping up-to-date on safe care-giving practices.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Rationale for ensuring health, safety, nutritional and hygiene standards • Rationale for procedures for the handling of illnesses, accidents and emergencies • Basic first-aid for infants and young children • The identification of signs and symptoms of basic ailments in children to seek medical assistance • Common ailments in young children • The identification of signs and symptoms of common allergies • Common allergies in young children • Basic nutritional needs of children • The practices of safe food handling and general sanitation 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Ensure a safe and healthy physical environment for children by following regulations regarding basic health, hygiene, and safety • Adhere to procedures for handling illnesses, accidents and emergencies • Promote healthy eating habits of children by ensuring a balanced diet • Teach and model good nutrition, hygiene and safety practices 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Communicate openly with colleagues, families and professionals with regards to health and safety matters • Respect the views and stances of families with regard to health and nutritional issues 		

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<i>professional codes of ethics.</i>	
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Keep up-to-date on safe care-giving practices through learning from colleagues and professional readings
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>A safe and healthy physical environment for children may include, but is not limited to:</p> <ul style="list-style-type: none"> • Monitoring and responding to the young child's cues and needs • Ensuring a hygienic environment by following procedures (e.g. hand-washing, hygiene during toileting) • Ensuring a safe environment by monitoring appropriateness of equipment, materials and environmental factors <p>Health, safety, nutritional and hygiene standards must include, but are not limited to:</p> <ul style="list-style-type: none"> • Workplace Safety and Health Act • Child Care Centres Act • ECDA Assessment of Licensing Standards in Child Care Centres • ECDA Guidelines for Centre Based Infant/Toddler Care Services • Child Protection Act <p>Common ailments in young children may include, but are not limited to:</p> <ul style="list-style-type: none"> • Hand Foot Mouth Disease (HFMD) • Chicken pox <p>Common allergies in young children may include, but are not limited to¹:</p> <ul style="list-style-type: none"> • Outdoor: tree pollen, plant pollen, insect bites or stings • Indoors: pet or animal hair or fur, dust mites, mould • Irritants: cigarette smoke, perfume, car exhaust • Foods: peanuts, eggs, milk and milk products

¹ <http://acaai.org/allergies/who-has-allergies/children-allergies>

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Skill Code	ECC-CFC-3003-1.1	Skill Category	Collaborating with Families and Community
		Skill Sub-Category <i>(where applicable)</i>	Family and Community Partnerships
Skill	Establish Home-Centre Partnerships (Beginning Pre-school Teacher)		
Skill Description	This skill describes the ability to establish positive home-centre partnerships by encouraging families to play an active role in supporting and shaping the development of their children. It also includes regular interaction with families, demonstrating respect towards families' values and belief systems, and being aware of emotional responses and reflecting on own practices.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The benefits of establishing positive home-centre partnerships • The role families play in supporting and shaping the children's development • Strategies to establish home-centre partnerships • Modes of communication that facilitate home-centre partnerships • The diverse range of family values and belief systems 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Interact with families regularly to establish relationships that encourage mutual exchange of resources and information about children • Utilise modes of communication that are preferred and suited for varied families' needs • Encourage families to play an active role in supporting and shaping their child's development • Demonstrate respect and understanding towards diverse family values and belief systems 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Listen, reflect and respond appropriately when family members communicate concerns about their child • Communicate in a sensitive and reassuring manner that respects diversity, variations in home environment, and the way families raise their children • Empathise with families in communicating and addressing concerns • Maintain confidentiality in communications regarding children, families, and colleagues 		

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	<ul style="list-style-type: none"> • Build self-awareness of emotional responses that might arise due to differing opinions
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on own practices and seek to continually develop own skills and knowledge in working with families
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>The benefits of positive home-centre partnerships for educators may include, but are not limited to:</p> <ul style="list-style-type: none"> • Having a better understanding of the children and families in their settings, and using this information to make learning more enjoyable and rewarding for all children • Helping children develop a sense of identity and belonging in the setting by actively engaging with and finding out about family values, traditions and beliefs, and building on these where appropriate • Benefiting from parents' skills and expertise • Providing a more emotionally secure environment for children <p>Strategies to establish home-centre partnerships must include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Responding promptly to families' questions and concerns • Encouraging families to update information of any event that may affect the child • Sharing information about the curriculum with families • Sharing resources and articles on parenting and child development • Sharing with families the highlights of their child's day and keep them informed of issues or incidents that may have arisen in the course of the day <p>Modes of communication that facilitate effective partnerships may include, but are not limited to:</p> <ul style="list-style-type: none"> • Programme handbook • Orientation and parent-teacher meetings • Bulletin boards and newsletters • Social events, forums and parent education programmes • Daily communications through journals, emails, text messages, phone calls • Videotaping, photographs, e-portfolios • Informal dialogue and greetings • Home visits

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Skill Code	ECC-CFC-3004-1.1	Skill Category	Collaborating with Families and Community
		Skill Sub-Category <i>(where applicable)</i>	Family and Community Partnerships
Skill	Engage in Collaborative Projects with Community Stakeholders (Beginning Pre-school Teacher)		
Skill Description	This skill describes the ability to engage community stakeholders in collaborative projects by identifying and tapping on community initiatives and resources, encouraging participation of community stakeholders and developing effective long-term partnerships. It also includes assisting with public awareness activities, collaborating to generate ideas, communicating effectively with stakeholders, maintaining confidentiality and professionalism in communications and encouraging feedback from families on collaborative projects to benefit children and families.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance and benefits of leveraging community stakeholders and resources • Available community stakeholders who can provide assistance to children and families • Available community initiatives and resources that can benefit children and families • A range of communication techniques and strategies for establishing home-centre-community partnerships 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work collaboratively with community stakeholders to provide services to children and families • Identify and tap on community initiatives and resources to benefit children and families • Encourage and invite participation of community stakeholders towards the centres' programmes for the benefit of children and families • Engage in the process of developing effective long-term partnerships and collaborations with community stakeholders • Encourage feedback from families on the collaborative projects with community stakeholders 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Assist with public awareness activities to inform the community about early care and education services • Work with colleagues to generate ideas for collaboration with community partners 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Communicate effectively with various stakeholders • Maintain confidentiality and professionalism in communications with various stakeholders • Work cooperatively and communicate effectively with colleagues, 		

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<p><i>professional codes of ethics.</i></p>	<p>children, families and community stakeholders</p> <ul style="list-style-type: none"> • Share information and ideas with colleagues • Take initiative in sharing information and ideas on collaborative projects with colleagues
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>N/A</p>
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

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Skill Code	ECC-BPC-3003-1.1	Skill Category	Building Professional Capacity
		Skill Sub-Category <i>(where applicable)</i>	Professional Mastery
Skill	Engage in Continuous Learning and Reflective Practice (Beginning Pre-school Teacher)		
Skill Description	This skill describes the ability to identify one's own professional learning needs, demonstrate commitment and participate in continuing professional development through engaging in current research, key trends and various modes of professional practice. It also includes the ability to engage in reflective practice and open and honest communication with colleagues to seek feedback on professional practice.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance of continuous learning and reflective practice • Modes of continuing professional development • Methods of reflective practice • Current research and key trends in professional development 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify own learning needs to improve care and teaching practice • Demonstrate commitment to acquiring and maintaining professional knowledge and to continuing professional development • Participate in various modes of continuing professional development to hone competence for engaging young children and families • Engage in reflective practice to improve care and teaching practice 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Engage in open and honest communication with colleagues • Respect and welcome diverse input and ideas from colleagues • Share information and knowledge obtained from participation in formal professional development activities with colleagues • Acknowledge sources when engaging in transfer of knowledge to others 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on professional practice • Seek constructive feedback to improve care and teaching practice • Keep up-to-date records of participation in continuing professional development through a professional development portfolio 		

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<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Modes of continuing professional development may include, but are not limited to:</p> <ul style="list-style-type: none"> • Conferences, seminars, courses, workshops (including centre-based professional development activities) • Sharing sessions and briefings • Structured on-the-job training, e.g. mentoring and observations • Work attachments • Study trips and learning journeys • Induction programmes • E-learning/web-based learning • Professional readings • Learning communities • Action Research <p>Methods of reflective practice may include, but are not limited to:</p> <ul style="list-style-type: none"> • Keeping records/journals • Sharing observations • Peer review • Evaluating observations of children <p>Reflection on professional practice may include, but is not limited to:</p> <ul style="list-style-type: none"> • Effectiveness of care and teaching practice • Observation and documentation of children’s learning • Effectiveness of the learning environment in providing learning opportunities that are aligned to learning outcomes • Engagement and partnerships with families and community <p>Sources to acknowledge in the transfer of knowledge to others may include, but are not limited to:</p> <ul style="list-style-type: none"> • Websites • Journals • Books
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Skill Code	ECC-BPC-3004-1.1	Skill Category	Building Professional Capacity
		Skill Sub-Category <i>(where applicable)</i>	Professional Values and Ethics
Skill	Demonstrate Ethical Behaviour and Professionalism (Beginning Pre-school Teacher)		
Skill Description	This skill describes the ability to engage in professional responsibilities that contribute toward the success of children, families and programmes in adherence to the core values as espoused in the AECES Code of Ethics. This includes maintaining professional boundaries and demonstrating ethical conduct in interactions with children, families, colleagues and community stakeholders. It also involves being accountable and responsible for one's actions, and reflecting and improving on one's own practice.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Ethical standards as outlined by various national and international documents • The core values central to the AECES Code of Ethics • Expectations for ethical conduct and professional integrity in early childhood settings • Ethical dilemmas or issues pertaining to the care of children • Foundations of professional responsibilities and obligations within the ECCE sector • The influence of the AECES Code of Ethics on practice 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the core values central to the AECES Code of Ethics through behaviours and actions in the early childhood setting • Adhere to the AECES Code of Ethics, demonstrating ethical behaviour as described within the document • Maintain professional boundaries in building relationships with children and families • Engage in professional responsibilities that build toward the success of children, families and the programme • Be accountable for own actions and decisions, and accept responsibility for them 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		

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<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate ethical conduct in interactions with children, families, colleagues and community stakeholders
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Learn the value of ethics and professionalism from a role model • Reflect on professional practice and ethical values for professional growth
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>National and international documents may include, but are not limited to:</p> <ul style="list-style-type: none"> • AECES Code of Ethics • United Nations Convention on the Rights of the Child and General Comment No. 7 <p>The core values central to the AECES Code of Ethics are:</p> <ul style="list-style-type: none"> • Being responsible in giving every child the best possible start and a happy childhood • Caring with a heart and demonstrating sound knowledge of child development • Respecting the bond between child and family within the contexts of culture, community and society • Working with integrity to gain trust and support of the child, family and community • Fostering resilience with a strong support system in the face of challenges • Building positive relationships to promote harmony in a multi-racial society based on mutual trust and respect regardless of age, socio-economic status, ability, gender, race, language or religion <p>Foundations of professional responsibilities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Reinforcing ethical behaviour • Exercising professional discretion and judgment in handling potentially challenging or unethical behaviour • Supporting and complying with regulation and licensing standards

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Skill Code	ECC-BOC-3004-1.1	Skill Category	Building Organisational Capacity
		Skill Sub-Category <i>(where applicable)</i>	Teamwork and Collaboration
Skill	Collaborate with Colleagues to Foster Positive Workplace Relations (Beginning Pre-school Teacher)		
Skill Description	This skill describes the ability to collaborate with colleagues to establish and maintain collaborative and trusting relationships. It includes working together as a team through the use of effective interpersonal and communication skills and valuing one another's suggestions and ideas.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance of positive workplace relations • The importance of building trust within the team • Roles and responsibilities of self in relation to colleagues within the organisation • Interpersonal communication strategies • Characteristics of collaborative working relationships • Building collaborative relationships with colleagues • Building trust and work together in and as a team • Different working styles 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate effective interpersonal communication skills • Establish and maintain collaborative and productive workplace relationships • Apply knowledge of different working styles to foster positive workplace relations 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work together in, and as, a team • Respect and welcome diverse input and ideas from colleagues • Acknowledge the contributions of colleagues 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Recognise colleagues' contribution to a culture of continuous learning in the organisation 		

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<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Interpersonal communication strategies may include, but are not limited to:</p> <ul style="list-style-type: none"> • Awareness of body language • Reframing, paraphrasing and reflecting • Active listening • Conveying mutual trust and respect <p>Roles and responsibilities of self in relation to colleagues within the organisation may include, but are not limited to:</p> <ul style="list-style-type: none"> • Understanding of group dynamics • Alignment to centre vision, mission and values • Understanding how one's role fits into the centre's strategic plans <p>Building collaborative relationships with colleagues may include, but are not limited to:</p> <ul style="list-style-type: none"> • Interpersonal communication skills • Intrapersonal communication skills • Understanding and respecting different working styles • Active participation in meetings, projects and decision-making platforms <p>Establish and maintain collaborative and productive workplace relationships may include, but are not limited to:</p> <ul style="list-style-type: none"> • Treating colleagues with consideration, respect and empathy • Providing positive feedback to colleagues • Open, honest and effective communication with colleagues
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Skill Code	ECC-BOC-3005-1.1	Skill Category	Building Organisational Capacity
		Skill Sub-Category <i>(where applicable)</i>	Teamwork and Collaboration
Skill	Engage in Centre Initiatives and Programmes		
Skill Description	This skill describes the ability to understand the childcare centre's vision, mission and values in relation to the centre's initiatives and programmes and contribute ideas and work with various stakeholders for the successful implementation of such initiatives and programmes.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The objectives of the centre's initiatives and programmes • The importance of engaging in the centre's initiatives and programmes • The centre's vision, mission and values in relation to its initiatives and programmes 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Discuss and provide input on the centre's initiatives and programmes • Contribute to the centre's initiatives and programmes • Engage with the different stakeholders involved in the centre's initiatives and programmes 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	N/A		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Centre initiatives and programmes may include, but are not limited to:</p> <ul style="list-style-type: none"> • Social and charity events • Health-related initiatives and programmes • Curriculum-related initiatives and programmes • Community-related initiatives and programmes 		

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Skill Code	ECC-BOC-3006-1	Skill Category	Building Organisational Capacity
		Skill Sub-Category <i>(where applicable)</i>	Visioning and Planning
Skill	Demonstrate Understanding of the Centre's Vision, Mission and Values (Beginning Pre-school Teacher)		
Skill Description	This skill describes the ability to demonstrate and uphold the childcare centre's vision, mission and values through maintaining professional ethics in daily practice. It also includes articulating the centre's rationale to various stakeholders, developing a personal set of beliefs and values as an educator and sharing feedback to ensure the relevance of the vision, mission and values.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The centre's vision, mission and values • The rationale behind the centre's vision, mission and values and its long term direction • How one's actions support the centre's objectives • The importance of maintaining professional ethics to uphold the centre's vision, mission and values • Strategies to support the centre's vision, mission and values 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Be able to identify key stakeholders • Articulate to key stakeholders the rationale behind the vision, mission and values of the centre • Align daily practice to the centre's vision, mission and values • Support the centre's vision, mission and values by demonstrating such values in daily work 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Provide feedback on the centre's vision, mission and values during periodic reviews with the centre's leaders, to ensure that they are still relevant for current challenges and environment 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Understand the importance of maintaining professional ethics to uphold the centre's vision, mission and values with integrity • Develop a core set of beliefs and values as an early childhood educator aligned to the centre's vision, mission and values 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Participate in discussions during periodic reviews of the centre's vision, mission and values 		

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

Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A
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**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
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BEGINNING PRE-SCHOOL TEACHER**

Version Control

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

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
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Annex 1

Definition of ECCE Skill Category

<p>1. 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.</p> <p>2. Collaborating with Families and the Community This category focuses on establishing and sustaining strong partnerships with families and community stakeholders.</p> <p>3. 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.</p> <p>4. Building Organisational/ Capacity This category focuses on enhancing capabilities as well as aligning systems and structures within centres to realise centres' goals and vision.</p>
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Definitions of the Five (5) Domains

Domain	Definition
Knowledge and Analysis	Knowledge includes the gathering of facts and information through traditional and digital forms. Analysis involves the cognitive processing, integration and inspection of single or multiple sources of facts and information required to perform work tasks and activities and takes into consideration, the work contexts in which the tasks and activities are carried out. The result of knowledge and analysis produce judgements on work tasks/activities/issues/areas, and the conceptualisation of solutions to solve problems at work.
Application and Adaptation	Application involves the ability to perform work tasks and activities defined by the requirements of the occupation. Adaptation involves the ability to react to and manage the changes in the work contexts. The result of application and adaptation leads to the production of psycho-motor actions and behavioural reactions to the work tasks/activities/issues/areas, and the execution of the planned solutions to solve problems at work.
Innovation and Value Creation	Innovation includes the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to the organisational goals. As a result of innovation, the organisation is able to reap the values from individual or team contributors to achieve organisational growth.
Social Intelligence and Ethics	Social intelligence includes the ability to appreciate and use affective factors in leadership, relationship and diversity management guided by professional codes of ethics as effective individuals or team contributors.
Learning to Learn	Learning-to-learn includes the ability to improve on self-development within and outside of one's area of work. It involves the continual inspection of one's knowledge, analytical, application, adaptive, innovative and social skills that are needed to perform the work optimally and/or solve problems effectively.