SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
EDUCARER 1

Occupation: Educarer 1
Occupation Description: 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.

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The skills expected of the Educarer 1 are summarised below:

Skill Category*	Skills
Developing the Child Holistically	**Child Development** **ECC-DCH-3001-1.1** Apply Understanding of How Children (birth to age 3) Learn and Develop (Educarer 1) **Curriculum and Pedagogy** **ECC-DCH-3002-1.1** Plan and Implement Developmentally Appropriate Teaching, Learning and Care-giving Practices Aligned to Curriculum Frameworks **ECC-DCH-3003-1.1** Apply Strategies to Observe and Document Children's Learning **ECC-DCH-3004-1.1** Evaluate Teaching, Learning and Care-giving Practices **ECC-DCH-3005-1.1** Implement Differentiated Teaching and Learning Strategies to Meet the Diverse Needs of Children (Educarer 1) **ECC-DCH-3006-1.1** Integrate Respectfulness, Responsiveness and Reciprocity within the Curriculum (Educarer 1) **Learning Environment** **ECC-DCH-3007-1.1** Set Up Quality Learning Environments (Educarer 1) **Interactions and Relationships**. **ECC-DCH-3008-1.1** Foster Respectful, Responsive and Reciprocal Interactions and Relationships with Each Child within a Group Setting **ECC-DCH-3009-1.1** Support Children's Development of Secure Attachments through Warm, Consistent and Nurturing Care-giving (Educarer 1) **Health, Safety and Nutrition** **ECC-DCH-3010-1.1** Adhere to Health, Safety, Nutritional and Hygiene Standards and Procedures (Educarer 1)
Collaborating with Families and Community	**Family and Community Partnerships** **ECC-CFC-3001-1.1** Promote the Continuity of Care and Education between the Home and Centre **ECC-CFC-3002-1.1** Engage in Collaborative Projects with Community Stakeholders
Building Professional	**Professional Mastery** **ECC-BPC-3001-1.1** Engage in Continuous Learning and Reflective Practice

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Capacity	
	ES-PMD-103G-1 Apply Emotional Competence to Manage Self at the Workplace **Professional Values and Ethics** **ECC-BPC-3002-1.1** Demonstrate Ethical Behaviour and Professionalism
Building Organisational Capacity	**Teamwork and Collaboration** **ECC-BOC-3001-1.1** Collaborate with Colleagues to Foster Positive Workplace Relations (Educarer 1) **HRC-GEN-2001-1.1** Participate in a Work Team **ES-IP-101G-1** Communicate and Relate Effectively at the Workplace **ECC-BOC-3002-1.1** Contribute to Fostering a Culture of Collaboration through Engaging in Centre Initiatives and Programmes **Visioning and Planning** **ECC-BOC-3003-1.1** Demonstrate Understanding of the Centre's Vision, Mission and Values (Educarer 1)

* 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.

Skill Code	ECC-DCH-3001-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category *(where applicable)*	Child Development
Skill	**Apply Understanding of How Children (birth to age 3) Learn and Develop**		
Skill Description	The skill describes the ability to apply contemporary theories, current research and literature to support the growth, well-being, learning and development of each child. It also includes the knowledge and understanding of factors that affect the child's development such as the impact of environments on early brain development and growth, different aspects of children's development, and current research and key trends on children's learning and development.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Contemporary explanations of how environments influence early brain development and growth • The importance of young children's emotional well-being and development of healthy habits • Different aspects of children's development • Strengths-based views on the differences between typical and atypical development and learning (birth to age 3) • Factors that contribute to children's growth, well-being, learning and development • Current research and key trends on children's learning and development		
Application and Adaptation *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.*	The ability to: • Apply knowledge of contemporary theories and literature to support the growth, well-being, learning and development of each child • Apply knowledge of current research and literature to inform child observation and planning for individuals as well as a specific group of children		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	N/A		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	N/A		

Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Different aspects of children's development must include, but are not limited to: • Physical development • Cognitive development • Social-emotional development Strengths-based views on the differences between typical and atypical development and learning may include, but are not limited to: • 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 Factors that contribute to children's growth, well-being, learning and development may include, but are not limited to: • Individual characteristics (e.g. temperament, personality) • Family (e.g. pertinent medical history, family background, home environment) • Community • Language and Culture 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.

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Skill Code	ECC-DCH-3002-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category *(where applicable)*	Curriculum and Pedagogy
Skill	**Plan and Implement Developmentally Appropriate Teaching, Learning and Care-giving Approaches Aligned to Curriculum Frameworks**		
Skill Description	The skill describes the ability to apply suitable strategies in the planning and implementation of developmentally appropriate teaching, learning and care-giving practices to support the care and holistic development of children. It takes into account the developmental stages and backgrounds of children from birth to age 3, as well as the centre's philosophy. It also includes employing various strategies to engage young children as active participants in the learning process.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Developmental stages of children from birth to age 3 • Strategies to plan and implement developmentally appropriate teaching, learning and care-giving approaches that meet the needs of young children • Strategies to engage young children as active participants		
Application and Adaptation *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.*	The ability to: • Articulate how daily pedagogical practices are aligned to centre philosophy • Plan and implement teaching, learning and care-giving approaches, taking into account the developmental stages and backgrounds of children and centre philosophy • Facilitate opportunities for young children to be active participants in the learning process •		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Refine teaching, learning and care-giving approaches to support the holistic development of children		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Collaborate with colleagues to plan and implement appropriate teaching, learning and care-giving approaches		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A		

Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Strategies to plan and implement developmentally appropriate teaching, learning and care-giving practices that meet the needs of young children may include, but are not limited to: • Utilising observations and documentation of children to inform planning • Utilising strategies and resources to scaffold children's learning and development Strategies to engage young children as active participants may include, but are not limited to: • Utilising observations and documentation of children • Allowing children to explore and indicate their interests • Utilising play as a medium for active participation

Skill Code	ECC-DCH-3003-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category *(where applicable)*	Curriculum and Pedagogy
Skill	**Apply Strategies to Observe and Document Children's Learning**		
Skill Description	The skill describes the ability to apply knowledge of observations and documentations of children's learning and development to support the learning and developmental needs of each child. It also includes gathering observations from colleagues and families, evaluating observations and documentations of children's learning, and developing appropriate activities based on observations of children in the group.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The purpose and benefits of observation and documentation of children's learning • Types of observation and documentation of children's learning • How to analyse and interpret observations and documentations of children's learning • Guiding principles for observation and documentation of children's learning		
Application and Adaptation *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.*	The ability to: • Apply knowledge of observations and documentations of children's learning and development to inform practice • Conduct observations and documentations of children's learning using appropriate techniques • Support the planning process and develop appropriate activities based on observations of children in the group • Gather observations from colleagues and families to inform the planning process for individual child and the group		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	N/A		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Respond to questions from colleagues and families about children's behaviour or refer to appropriate staff • Collaborate with colleagues and families in the planning process for individual child and the group		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of*	The ability to: • Reflect on and evaluate observations and documentations of children's learning		

work.	
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Types of observation of children's learning may include, but are not limited to: • Anecdotal and running records • Time and event sampling • Checklists • Observation while participating in an experience with children Types of documentation of children's learning may include, but are not limited to: • Samples of child's work (e.g. drawings, early writings) • Learning stories • Photographs • Audio or video recording • Discussions with family and other caregivers • Portfolios Guiding principles for observation of children's learning may include, but are not limited to: • Be intentional about focus of observation and choice of documentation • Understand tools for observation and documentation of children's learning • Plan observations with a clear focus linked to objectives • Know the appropriate uses of observation and documentation data

Skill Code	ECC-DCH-3004-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category *(where applicable)*	Curriculum and Pedagogy
Skill		**Evaluate Teaching, Learning and Care-giving Approaches**	
Skill Description		The skill describes the ability to apply appropriate strategies in the evaluation of teaching, learning and care-giving practices to support the learning and developmental needs of each child. It also includes adopting best practices and engaging in reflective practice to refine and improve these practices.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • The importance of evaluating teaching, learning and care-giving approaches for continuous improvement • Strategies to evaluate teaching, learning and care-giving approaches • Features of best practices for teaching, learning and care-giving • Methods of reflective practice	
Application and Adaptation *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.*		The ability to: • Evaluate, reflect and refine teaching, learning and care-giving approaches to support the learning and developmental needs for each child	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		N/A	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*		N/A	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*		The ability to: • Reflect on teaching, learning and care-giving approaches to improve practices	
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill*		Strategies to evaluate teaching, learning and care-giving approaches may include, but are not limited to: • Self-monitoring • Reflection on practices • Feedback from peer observations by colleagues	

may be demonstrated.	Methods of reflective practice may include, but are not limited to:
	• Keeping records or journals
	• Sharing observations
	• Peer review
	• Evaluating observations of children
	Features of best practices for teaching, learning and care-giving may include, but are not limited to practices that are:
	• Up-to-date
	• Research-based
	• Aligned to curriculum frameworks

Skill Code	ECC-DCH-3005-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category *(where applicable)*	Curriculum and Pedagogy
Skill	**Implement Differentiated Teaching and Learning Strategies to Meet the Diverse Needs of Children (Educarer 1)**		
Skill Description	The skill describes the ability to plan and apply effective differentiated teaching and learning strategies in the design and delivery of lesson plans to meet the diverse needs of children. It also includes developing a variety of teaching and learning methods by adapting and/or creating resources for teaching and learning.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The diverse needs of children • Factors that contribute to each child's development • Ways to differentiate instruction • Differentiated teaching and learning strategies • Support and resources needed to meet diverse needs of children • Planning for effective differentiated teaching and learning strategies		
Application and Adaptation *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.*	The ability to: • Develop a variety of teaching and learning methods and activities • Design and deliver lesson plans using differentiated teaching and learning strategies to meet the diverse needs of children		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Adapt and/or create resources for teaching and learning, to meet the diverse needs of children		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Respect and treat each child as an individual		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Reflect on effectiveness of teaching and learning methods and activities		
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill*	The diverse needs of children may include, but are not limited to: • Learning abilities • Learning styles • Medical, behavioural, developmental, learning or mental health issues		

may be demonstrated.	• Culture, language, religion and family background Factors that contribute to each child's development may include, but are not limited to: • Individual characteristics (e.g. temperament, personality, behavioural style) • Family (e.g. pertinent medical history, family background) • Community • Culture Ways to differentiate instruction may include, but are not limited to: • Content (what children learn) e.g. curriculum topics, concepts or themes • Process (how children learn) e.g. learning styles and preferences • Product (the end result of children's learning e.g. portfolios or performance-based assessment) • Learning environment (including physical and psychological elements) e.g. flexible classroom layout, classroom management techniques Differentiated teaching and learning strategies may include, but are not limited to: • Offering appropriate intervention or extension activities • Offering choices to address children's interests and needs • Working independently, in small groups or in large groups Planning for effective differentiated teaching and learning strategies may include, but is not limited to: • Sound understanding of content or skill to be learnt • Determining children's prior knowledge • Choice of instructional methods and materials to address children's needs • Assess children's understanding of content or skills

Skill Code	ECC-DCH-3006-1.1	**Skill Category**	Collaborating with Families and Community
		Sub-Skill Category *(where applicable)*	Curriculum and Pedagogy
Skill	**Integrate Respectfulness, Responsiveness and Reciprocity within the Curriculum (Educarer 1)**		
Skill Description	The skill describes the ability to apply theories of child development and knowledge of children's abilities, interests, needs and temperaments to co-develop and conduct activities and learning experiences that integrate respectfulness, responsiveness and reciprocity. It also includes demonstrating awareness, sensitivity and respect to diversity in children's cultural, language, and religious backgrounds.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Developmental stages of children from birth to age 3 • The importance of respectfulness, responsiveness, and reciprocity in building secure relationships with young children • Features of a curriculum that integrates respectfulness, responsiveness and reciprocity		
Application and Adaptation *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.*	The ability to: • Co-develop and conduct activities and learning experiences that integrate respectfulness, responsiveness and reciprocity, based on sound theories of child development and knowledge of children's abilities, interests, needs and temperaments • Practise respect for cultural diversity and the uniqueness of each child • Integrate respectfulness, responsiveness and reciprocity into experiences and classroom activities		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	N/A		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Demonstrate awareness and sensitivity to diversity in children's cultural, language, and religious backgrounds		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Reflect on own practices and seek to continually develop own knowledge and skills in working with young children		
Range of Application	The importance of respectfulness, responsiveness and reciprocity may include, but are not limited to, development of young children's:		

(where applicable) *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	• Sense of security • Emotional stability and connectedness • Confidence • Independence A curriculum that integrates respectfulness, responsiveness and reciprocity may include, but are not limited to: • Following daily schedules and understanding the importance of predictability for young children • Being responsive to each child and building on his/her culture, strengths and knowledge to take their learning and development forward • Providing opportunities for children to communicate freely and meaningfully with other children and adults • Guiding children towards appropriate behaviour in cooperation with other children and adults

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Skill Code	ECC-DCH-3007-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category *(where applicable)*	Learning Environment
Skill	Set Up Quality Learning Environments (Educarer 1)		
Skill Description	The skill describes the ability to create a secure learning environment that encourages play, exploration, interaction and learning. It also includes the provision of materials to support the development of quality learning environments, the collaboration with colleagues to design and set up learning environments, and the review of the learning environments to ensure that it remains stimulating and engaging to children.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The importance of the learning environment • Features of a quality learning environment • Strategies to interpret observations and documentations of children's learning • The relationship between the types of learning environments		
Application and Adaptation *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.*	The ability to: • Create a secure environment that encourages play, exploration, interaction and learning • Recognise that space, materials, daily routines, and relationships all influence the environment • Provide children with frequent and regular access to the outdoors, including opportunities to explore the natural environment • Maintain regular routines and programmes that are flexible to accommodate the children's moods and interests • Provide a range of materials that reflect children's developing skills and abilities and encourage children to explore, discover, invent and learn • Review the learning environment to ensure that it remains stimulating and engaging to children		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Design a learning environment that supports integrated approaches to learning • Create a balanced learning environment that expands on individual and group play, as well as quiet and active areas • Utilise child's interests and other opportunities to modify learning environment and activities		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship*	The ability to: • Collaborate with colleagues in the design and setting up of the learning environments		

and diversity management guided by professional codes of ethics.	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	The relationship between the types of learning environments may include, but is not limited to: • The interactional environment being shaped by the physical environment

Skill Code	ECC-DCH-3008-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category (where applicable)	Interactions and Relationships
Skill	**Foster Respectful, Responsive and Reciprocal Interactions and Relationships with Each Child within a Group Setting**	
Skill Description	The skill describes the ability to foster respectful, responsive and reciprocal relationships with children by providing continuity of care, valuing each child as an individual and interacting with each child based on his/her unique personalities and needs. It includes promoting children's security and attachment and maintaining a nurturing emotional and interactional environment. It also includes nurturing respect in children for diversity, the understanding of how positive relationships impact children and the use of meaningful communication techniques to build trusting relationships.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The impact of respectful, responsive, and reciprocal interactions and relationships on healthy child development • The unique personalities, temperaments, strengths and interests of each child • Strategies to develop children who are secure, emotionally connected, and confident • Strategies to foster respectful, responsive and reciprocal relationships with children • Meaningful and positive verbal and non-verbal communication according to purpose and context of communicating	
Application and Adaptation *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.*	The ability to: • Value each child as an individual, through recognition of each child's unique personality, individual needs and temperament • Interact with each child based on his/her unique personalities, behavioural styles, temperaments, strengths and interests • Nurture respect in children for diversity in one another's culture, language, religion, and individuality • 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 • Maintain a nurturing emotional and interactional environment that provides security for children • Build trusting relationships with children by providing continuity of care, and physical and emotional security	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values*	N/A	

that are aligned to organisational goals.	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Use meaningful and positive verbal and non-verbal communication with children
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Reflect on own effectiveness in maintaining respectful, responsive and reciprocal interactions and relationships with children
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Strategies to develop children who are secure, emotionally connected, and confident must include, but are not limited to: • Providing continuity of care • Being sensitive and responsive to the needs of each child • Maintaining a nurturing emotional and interactional environment Meaningful and positive verbal and non-verbal communication must include, but is not limited to: • Specific positive feedback • Tone of voice • Facial expressions • Gestures • Body posture • Rituals and routines Nurturing respect for diversity in children's culture, language, and religion may include, but is not limited to: • Modelling • Behaviour guidance • Curriculum activities

Skill Code	ECC-DCH-3009-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category (where applicable)	Interactions and Relationships
Skill	**Support Children's Development of Secure Attachments through Warm, Consistent and Nurturing Care-giving (Educarer 1)**		
Skill Description	The skill describes the ability to support children's development of secure attachment by responding promptly and appropriately to children's needs, displaying warm and nurturing care-giving, maintaining continuity of care and managing separation anxiety. It also includes the maintaining of regular routines which cater to children's moods and interests, the understanding of attachment patterns of each child and the strategies to provide predictability for young children.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Strategies to provide predictability for young children • The attachment patterns of each child within the group setting •		
Application and Adaptation *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.*	The ability to: • Respond promptly, appropriately and consistently to children's needs, cues and signals • Display warm and nurturing care-giving • Use care-giving activities as opportunities to enhance secure attachment between adult and child • Maintain regular and predictable daily routines and programmes that are flexible to accommodate the moods and interests of children • Maintain continuity of care for children • Manage separation anxiety through ensuring frequent and meaningful interactions		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	N/A		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Utilise professional judgement through the daily routines when working with children and colleagues to determine the appropriate course of action • Collaborate with colleagues to ensure continuity of care-giving		
Learning to Learn *It refers to the ability to develop and improve one's self within and*	The ability to: • Reflect on own effectiveness in care-giving		

outside of one's area of work.	
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Strategies to provide predictability for young children may include, but are not limited to: • Offering predictable daily routines and programmes • Ensuring frequent and consistent meaningful adult-child interactions

Skill Code	ECC-DCH-3010-1.1	**Skill Category**	Developing the Child Holistically
		Sub-Skill Category *(where applicable)*	Health, Safety and Nutrition
Skill		**Adhere to Health, Safety, Nutritional and Hygiene Standards and Procedures (Educarer 1)**	
Skill Description		This skill describes the ability of the individual to adhere to the health, safety, nutritional and hygiene standards required in a pre-school centre. It includes knowledge of the safety procedures relating to illnesses, accidents and emergencies. It also includes an understanding of the importance of hygiene and basic nutritional needs to pre-school children, and the promotion of good hygiene practices and healthy eating habits among the children.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • Safety and hygiene standards and importance of ensuring the standards • Procedures for responding to illnesses, accidents and emergencies and importance of these procedures • Basic first-aid for infants and young children • The identification of signs and symptoms of basic ailments in children • Physical indications of poor nutrition • Dietary options pertaining to different cultures • The identification of signs and symptoms of basic food allergies • Basic nutritional needs of children and its impact on their development • The practices of safe food handling and general sanitation • Reporting procedures in accordance to organisational requirements	
Application and Adaptation *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.*		The ability to: • Ensure a safe and healthy physical environment for children by adhering to regulations regarding basic health, hygiene, and safety • Respond appropriately to accidents and emergencies, while assuring the comfort and care of other children • Ensure quality and timely care-giving to meet the needs of each child, based on hygiene standards • Adhere to procedures for illnesses, accidents and emergencies • Promote healthy eating habits of children by ensuring a balanced diet • Recognise the physical indicators of poor nutrition • Identify and report suspected emotional distress, abuse and neglect of children, in appropriate ways • Teach and model good nutrition, hygiene and safety practices	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		N/A	

Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Communicate with families and colleagues the importance of good nutrition, hygiene and safety practices
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Health, safety, nutritional and hygiene standards must include, but are not limited to: • Workplace Safety and Health Act • Child Care Centres Act • ECDA Assessment of Licensing Standards in Child Care Centres • ECDA Guidelines for Centre Based Infant or Toddler Care Services • Child Protection Act

Skill Code	ECC-CFC-3001-1.1	Skill Category	Collaborating with Families and Community
		Sub-Skill Category *(where applicable)*	Family and Community Partnerships
Skill	**Promote the Continuity of Care and Education between the Home and Centre**		
Skill Description	This skill describes the ability to partner families to facilitate the continuity of care and education between the home and centre. It includes understanding the role of families in the care and development of children, and applying strategies to foster trust and shared understanding with families through respect for cultural diversity and positive communications.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The role families play in the care and development of their children • The impact of continuity of care and education between the home and centre • Strategies for working with families to foster trust and shared understanding • Strategies to promote home-centre partnerships • Cultural considerations of families • Positive and meaningful communication skills		
Application and Adaptation *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.*	The ability to: • Build partnerships with families by communicating and sharing information and resources in a timely and professional manner to facilitate the continuity of care and education between the centre and home • Partner and support families in their child's development, taking into account cultural considerations • Offer assistance to families in need of help by providing information and referring them to the relevant services		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Offer ideas to families to support children's learning at home		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Respect cultural diversity of children and families • Communicate meaningfully and positively with families		

Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Share pertinent information, knowledge, resources and ideas with colleagues, families and others to support children and families
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	Positive and meaningful communication skills may include, but are not limited to: • Asking open-ended questions • Displaying positive body language • Listening actively • Offering helpful suggestions • Showing empathy

Skill Code	ECC-CFC-3002-1.1	**Skill Category**	Collaborating with Families and Community
		Sub-Skill Category (where applicable)	Family and Community Partnerships
Skill		**Engage in Collaborative Projects with Community Stakeholders (Educarer 1)**	
Skill Description		This skill describes the ability to engage community stakeholders to provide services to the centre, children and families. It includes tapping on community initiatives and resources, encouraging community stakeholders to participate in the centre's programmes and assisting to develop effective long-term partnerships with them.	
Knowledge and Analysis It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.		The ability to understand[1]: • The importance and benefits of leveraging community stakeholders and resources • Community initiatives and resources available that can benefit children and families	
Application and Adaptation 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.		The ability to: • 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 • Assist in developing effective long-term partnerships and collaborations with community stakeholders	
Innovation and Value Creation It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.		N/A	
Social Intelligence and Ethics It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.		The ability to: • Demonstrate professionalism and communicate effectively when working with various stakeholders	
Learning to Learn It refers to the ability to develop and improve one's self within and outside of one's area of work.		N/A	

[1] http://managementcontinuity.com/images/Allen1.pdf

Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

Skill Code	ECC-BPC-3001-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category *(where applicable)*	Professional Mastery
Skill		**Engage in Continuous Learning and Reflective Practice (Educarer 1)**	
Skill Description		This skill describes the ability to engage in various modes of continuing professional development to hone competence for teaching and learning, and engaging young children and families. It also includes engaging in reflective practice, goal setting, and sharing with colleagues.	
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*		The ability to understand: • Modes of continuing professional development • Methods of reflective practice • Goal-setting • Current research and key trends in professional development	
Application and Adaptation *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.*		The ability to: • Conduct self-assessment to identify own strengths and learning needs. • Acquire and maintain professional knowledge • Participate in various modes of continuing professional development to deepen knowledge and hone competence for engaging young children and families • Engage in reflective practice to improve care-giving and teaching practice	
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*		N/A	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*		The ability to: • Engage in open and honest communication with colleagues • Respect and welcome diverse inputs and ideas from colleagues • Share information and knowledge obtained from participation in formal professional development activities with colleagues	
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*		N/A	
Range of Application *(where applicable) It refers to the critical*		Modes of continuing professional development may include, but are not limited to: • Conferences, seminars, courses, workshops (including centre-based	

circumstances and contexts that the skill may be demonstrated.	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 or web-based learning
	• Professional readings
	• Learning communities
	• Action Research

Remarks:

This Skill Standard should be referenced together with:
• **ES-PMD-103G-1** Apply Emotional Competence to Manage Self at the Workplace.

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Skill Code	ES-PMD-103G-1	Skill Category	Personal Management and Development Skills
		Sub-Skill Category *(where applicable)*	
Skill	Apply Emotional Competence to Manage Self at the Workplace		
Skill Description	This skill describes the ability to understand and apply self-awareness techniques. It also includes applying Emotional Intelligence principles to manage oneself at the workplace.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Definitions of Emotional Intelligence • Aspects of Emotional Intelligence • Domains of Emotional Intelligence and their application • Importance of Emotional Intelligence at work • Importance of considering cultural differences in the application of Emotional Intelligence • Factors in recognising the emotional needs of others at the workplace • Traits of low personal confidence • Characteristics of individuals with high Emotional Intelligence • Importance of demonstrating initiative and optimism at the workplace • Methods to develop Emotional Intelligence and their features		
Application and Adaptation *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.*	The ability to: • Demonstrate conscientiousness and trustworthiness to complete given tasks according to organisational standards		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Present self with confidence and show flexibility in responding to changes at the workplace		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Manage own emotions and impulses to work effectively with others, taking into consideration the different cultures and background of individuals at the workplace • Recognise the emotional needs of others, empathise and respond appropriately to their needs		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Recognise own emotional states, the causes of those emotional states and its effects on performance and interpersonal relationships at the workplace • Identify personal strengths and weaknesses and make improvements needed to develop Emotional Intelligence		

	• Demonstrate initiative and optimism in pursuing goals beyond what is required and expected of self
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

Skill Code	ECC-BPC-3002-1.1	**Skill Category**	Building Professional Capacity
		Sub-Skill Category *(where applicable)*	Professional Values and Ethics
Skill	**Demonstrate Ethical Behaviour and Professionalism (Educarer 1)**		
Skill Description	This skill describes the ability to demonstrate ethical conduct in interactions with children, families, colleagues and community stakeholders. It includes engaging in professional responsibilities that build the success of children and families, by adhering to the AECES Code of Ethics. It also includes being accountable for own actions and decisions, and accepting responsibility for them.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Ethical standards as outlined by various National and International documents • The core values central to the AECES Code of Ethics • Foundations of professional responsibilities and obligations with the ECCE sector • How the Code of Ethics influences practice		
Application and Adaptation *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.*	The ability to: • Engage in professional responsibilities that build the success of children, families and the programme • Adhere to the AECES Code of Ethics, demonstrating ethical behaviour as described within the document • Be accountable for own actions and decisions, and accept responsibility for them		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	N/A		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Demonstrate ethical conduct in interactions with children, families, colleagues and community stakeholders		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Reflect on professional practice or ethical values for professional growth		
Range of	Foundations of professional responsibilities may include, but are not		

Application	limited to:
(where applicable) *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	• Reinforcing ethical behaviour • Exercising professional discretion and judgment in handling potentially challenging or unethical behaviour • Supporting and complying with regulation and licensing standards

Skill Code	ECC-BOC-3001-1.1	Skill Category	Building Organisational Capacity
		Sub-Skill Category *(where applicable)*	Teamwork and Collaboration
Skill	**Collaborate with Colleagues to Foster Positive Workplace Relations (Educarer 1)**		
Skill Description	This skill describes the ability to contribute to positive workplace relationships through active participation in a team, respecting and acknowledging diverse opinions, applying knowledge of different working styles, and establishing and maintaining effective interpersonal communication with colleagues.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The importance of positive workplace relations • Roles and responsibilities of self in relation to colleagues within the organisation • Interpersonal communication strategies • Characteristics of collaborative working relationships • How to build collaborative relationships with colleagues • How to build trust and work together in and as a team • Different working styles		
Application and Adaptation *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.*	The ability to: • 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 *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	N/A		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Work together in and as a team • Respect and welcome diverse input and ideas from colleagues • Acknowledge the contributions of colleagues		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A		
Range of	Interpersonal communication strategies may include, but are not limited		

Application	to:
(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.	• Awareness of body language • Reframing, paraphrasing and reflecting • Active listening • Conveying mutual trust and respect Roles and responsibilities of self in relation to colleagues within the organisation may include, but are not limited to: • Understanding of group dynamics • Alignment to centre vision, mission and values • Understanding how one's role fits into the centre's strategic plans How to build collaborative relationships with colleagues may include, but are not limited to: • Interpersonal communication skills • Intrapersonal communication skills • Understanding and respecting different working styles • Active participation in meetings, projects and decision-making platforms Establish and maintain collaborative and productive workplace relationships may include, but are not limited to: • Treating colleagues with consideration, respect and empathy • Providing positive feedback to colleagues • Open, honest and effective communication with colleagues

Remarks:

This Skill Standard should be referenced together with:
• **HRC-GEN-2001-1.1** Participate in a Work Team
• **ES-IP-101G-1** Communicate and Relate Effectively at the Workplace

| **Skill Code** | HRC-GEN-2001-1.1 | **Skill Category** | General |
| | | **Sub-Skill Category** *(where applicable)* | |

Skill	**Participate in a Work Team**
Skill Description	This skill describes the ability to participate effectively in a work team. It involves contributing to the team's planning and demonstrating support, cooperation and commitment to fellow team members through effective communication and interpersonal skills, and conflict management.
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Legal and ethical considerations relating to human resource activities, services and programmes • Models and methods for the development of team plans and priorities • Communication and inter-personal skills to work with teams and resolve conflicts • Privacy and confidentiality considerations that govern all human resource transactions • Implications and impact of team performance on organisational goals • basic concepts of group dynamics of how teams are formed and perform • implications and impact of conflicts on self and others within the organisation • Types of working styles and related team profiles • Implications of work team performance for the department or organisation • range of conflict resolution methods • basic concepts of group dynamics of how teams form and perform • types of working styles and related team profiles
Application and Adaptation *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.*	The ability to: • Participate in team planning activities to develop key performance indicators and clarify team goals and objectives • Plan own work schedule, activities and resources required to achieve personal and team objectives • Support team members to consider potential issues that may affect team performance • Support implementation of team plans and provide assistance to team members • Model behaviours consistent with legal and ethical guidelines to demonstrate commitment and support • Provide feedback to line manager about progress of team targets
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to*	The ability to: • Identify and communicate opportunities for improvement of team performance

organisational goals.	
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Communicate with team members to ensure cooperation and commitment • Work with team members to resolve conflicts and create positive outcomes • Respond positively to individual differences to contribute to an effective working environment
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

Skill Code	ES-IP-101G-1	**Skill Category**	People and Relationship Management
		Sub-Skill Category *(where applicable)*	
Skill	**Communicate and Relate Effectively at the Workplace**		
Skill Description	This skill describes the ability to use effective communication techniques at the workplace, while taking into consideration social and cultural differences. It also includes being able to interpret, clarify, analyse and respond to information received, as well as use effective negotiation skills to resolve conflicts for a win-win outcome.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • Sources of information within and outside the organisation • Types of information to be received, clarified and responded to and their features • Different modes of communication and communication tools and their characteristics • Principles of effective communication and interpersonal techniques • Internal and external barriers to effective communication • Strategies for communicating in a courteous and respectful manner that considers social and cultural differences • Ways to distinguish between objective facts and subjective interpretation in a conflict • Definition of conflict and common types of conflict at the workplace • Definition of negotiation and types of negotiation styles and their characteristics • Types of reference documents to use during negotiations • Types of conflict resolution strategies to achieve outcomes in negotiation		
Application and Adaptation *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.*	The ability to: • Interpret and analyse information received according to workplace procedures • Plan response to information received taking into account the social and cultural background of the recipient of the information • Identify signs, stages and causes of conflict with individuals or groups of people based on objective facts and interpretation • Define the conflict and highlight points of differences or contention objectively, taking into consideration social and cultural differences of parties involved		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Work towards achieving a win-win outcome in assessing mutually acceptable solutions		
Social Intelligence	The ability to:		

and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	• Use appropriate communication techniques that consider social and cultural differences to clarify and respond to information received • Negotiate for mutually acceptable solutions by all parties using effective communication and negotiation skills • Communicate outcome of negotiation and propose relevant recommendations with justifications to supervisor to seek concurrence and endorsement
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Reflect on communication techniques to learn from weaknesses
Range of Application *(where applicable)* *It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A

Skill Code	ECC-BOC-3002-1.1	**Skill Category**	Building Organisational Capacity
		Sub-Skill Category *(where applicable)*	Teamwork and Collaboration
Skill	**Contribute to Fostering a Culture of Collaboration through Engaging in Centre Initiatives and Programmes**		
Skill Description	This skill describes the ability to contribute to fostering a culture of collaboration through active participation in centre's initiatives and programmes, providing input on these initiatives and programmes, and engaging with stakeholders.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The objectives of centre initiatives and programmes • The importance of engaging in centre initiatives and programmes • The value of a culture of collaboration • Characteristics of a collaborative culture • The centre's vision, mission and values in relation to centre's initiatives and programmes		
Application and Adaptation *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.*	The ability to: • Discuss and provide input on centre initiatives and programmes • Contribute to centre initiatives and programmes • Engage with the different stakeholders involved in centre initiatives and programmes		
Innovation and Value Creation *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	N/A		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	N/A		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	N/A		
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill*	Centre initiatives and programmes may include but are not limited to: • Social and charity events • Health-related initiatives and programmes • Curriculum-related initiatives and programmes • Community-related initiatives and programmes		

may be demonstrated.	
	The value of a culture of collaboration may include, but is not limited to: • Shared ownership • Commitment to the implementation of change efforts • Robust solutions to problems Characteristics of a collaborative culture may include, but are not limited to: • Regular opportunities for continuous improvement • Colleagues who are more likely to trust, value, seek advice and help other colleagues • Shared decision-making • Shared resources and supplies • Cooperative planning in teams

Skill Code	ECC-BOC-3003-1.1	**Skill Category**	Building Organisational Capacity
		Sub-Skill Category (where applicable)	Visioning and Planning
Skill	**Demonstrate Understanding of the Centre's Vision, Mission and Values (Educarer 1)**		
Skill Description	This skill describes the ability to articulate, support, and align daily practices to centre's vision, mission and values. It also includes the ability to identify key stakeholders, maintain and demonstrate professional ethics, review and provide feedback to current challenges and environment.		
Knowledge and Analysis *It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.*	The ability to understand: • The centre's vision, mission and values • The rationale behind centre's vision, mission and values and its long term direction • How own actions support the centre's objectives • The importance of maintaining professional ethics to uphold the centre's vision, mission and values • Strategies to support centre's vision, mission and values		
Application and Adaptation *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.*	The ability to: • 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 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 *It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.*	The ability to: • Provide feedback on the centre's vision, mission and values during periodic review with centre's leaders to ensure that they are still relevant for current challenges and environment		
Social Intelligence and Ethics *It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.*	The ability to: • Uphold the centre's vision, mission and values in collaboration and communication with stakeholders • Begin to develop a core set of beliefs and values as an early childhood educator aligned to centre's vision, mission and values		
Learning to Learn *It refers to the ability to develop and improve one's self within and outside of one's area of work.*	The ability to: • Participate in discussions during periodic review of the centre's vision, mission and values		
Range of Application *(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.*	N/A		

Version Control

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

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
EDUCARER 1

Annex 1

Definition of ECCE Skill Category

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. **2. Collaborating with Families and the Community** This category focuses on establishing and sustaining strong partnerships with families and community stakeholders. **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. **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.

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.