

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

**Occupation: Educarer 2**

**Occupation Description:**

The Educarer 2 guides Educarers in responding to the needs of young children. He/She ensures a secure and quality learning environment for children, and models respectful, responsive and reciprocal relationships with them. The Educarer 2 is proficient in designing and implementing a developmentally and culturally appropriate curriculum to support the learning and developmental needs of the individual child. He/She is intentional in establishing partnerships with families and the community, and supports the centre's collaborative efforts in engaging the community. As an experienced early childhood educator, the Educarer 2 guides Educarers to improve their teaching and caregiving practices. He/She engages in on-going professional development and reflective practice, and contributes to fostering a culture of collaboration and collegiality with relevant stakeholders.

**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.

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

The skills expected of the Educarer 2 are summarised below:

Skill Category*	Skills
<b>Developing the Child Holistically</b>	<p><b><u>Child Development</u></b>  <b>ECC-DCH-4001-1.1</b> Apply Understanding of How Children (birth to age 3) Learn and Develop (Educarer 2)</p>
	<p><b><u>Curriculum and Pedagogy</u></b>  <b>ECC-DCH-4002-1.1</b> Integrate Developmentally Appropriate Teaching, Learning and Care-giving Approaches Aligned to Curriculum Frameworks</p>
	<p><b>ECC-DCH-4003-1.1</b> Refine Strategies to Observe and Document Children’s Learning</p>
	<p><b>ECC-DCH-4004-1.1</b> Engage Children Meaningfully through the Customisation of Curriculum and Use of Appropriate Pedagogy (Educarer 2)</p>
	<p><b>ECC-DCH-4005-1.1</b> Implement Differentiated Teaching and Learning Strategies to Meet the Diverse Needs of Children (Educarer 2)</p>
	<p><b>ECC-DCH-4006-1.1</b> Integrate Respectfulness, Responsiveness and Reciprocity within the Curriculum (Educarer 2)</p>
	<p><b><u>Learning Environment</u></b>  <b>ECC-DCH-4007-1.1</b> Design Quality Learning Environments (Educarer 2)</p>
	<p><b><u>Interactions and Relationships</u></b>  <b>ECC-DCH-4008-1.1</b> Guide Educarers to Foster Respectful, Responsive and Reciprocal Interactions and Relationships with Each Child within a Group Setting</p>
	<p><b>ECC-DCH-4009-1.1</b> Guide Educarers to Support Children’s Development of Secure Attachments through Warm, Consistent and Nurturing Care-giving</p>
	<p><b><u>Health, Safety and Nutrition</u></b>  <b>ECC-DCH-4010-1.1</b> Implement Appropriate Course of Action for the Protection of Children (Educarer 2)</p>
	<p><b>ECC-DCH-4011-1.1</b> Establish a Safe and Healthy Environment within the Centre</p>
<b>Collaborating with Families and Community</b>	<p><b><u>Family and Community Partnerships</u></b>  <b>ECC-CFC-4001-1.1</b> Establish Home-Centre Partnerships (Educarer 2)</p>
	<p><b>ECC-CFC-4002-1.1</b> Co-lead Collaborative Projects with Community Stakeholders (Educarer 2)</p>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

Skill Category*	Skills
<b>Building Professional Capacity</b>	<p><b><u>Professional Mastery</u></b>  <b>ECC-BPC-4001-1.1</b> Guide Colleagues to Engage in Continuous Learning and Reflective Practice (Educarer 2)</p> <p><b>ECC-BPC-4002-1.1</b> Contribute to Fostering a Culture of Continuous Learning (Educarer 2)</p> <p><b>BM-SPI-303E-1</b> Measure and Plan Own Performance and Behaviour</p> <p><b>ES-ACE-101G-1</b> Solve Problems and Make Decisions at Operations Level</p> <p><b><u>Professional Values and Ethics</u></b>  <b>ECC-BPC-4003-1.1</b> Articulate What Constitutes Ethical Behaviour and Professionalism When Interacting with Families, Colleagues and the Community (Educarer 2)</p>
<b>Building Organisational Capacity</b>	<p><b><u>Teamwork and Collaboration</u></b>  <b>ECC-BOC-4001-1.1</b> Contribute to Fostering a Culture of Collaboration (Educarer 2)</p> <p><b>ES-IP-102G-1</b> Work in a Team</p> <p><b><u>Visioning and Planning</u></b>  <b>ECC-BOC-4002-1.1</b> Uphold the Vision, Mission and Values of Centre (Educarer 2)</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](#).

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-DCH-4001-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Child Development
<b>Skill</b>	<b>Apply Understanding of How Children (birth to age 3) Learn and Develop (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to apply contemporary theories, current research and literature to inform child observation and planning, as well as support the growth, well-being, learning and development of each child. It also involves analysing classroom curriculum to ensure relevance to developmental theory and current research, and sharing understanding of child developmental stages with colleagues.		
<b>Knowledge and Analysis</b> <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"> <li>• Contemporary explanations of how environments influence early brain development and growth</li> <li>• The importance of young children’s emotional well-being and development of healthy habits</li> <li>• Factors that contribute to children’s growth, well-being, learning and development</li> <li>• Strengths-based views on the differences between typical and atypical development and learning (birth to age 3)</li> <li>• Current research and key trends on children’s learning and development</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Apply knowledge of contemporary theories and literature to support the growth, well-being, learning and development of each child</li> <li>• Apply knowledge of current research and key trends to inform child observation and planning for individuals as well as a specific group of children</li> </ul>		
<b>Innovation and Value Creation</b> <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"> <li>• Analyse classroom curriculum to ensure relevance to developmental theory and current research</li> </ul>		
<b>Social Intelligence and Ethics</b> <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"> <li>• Share understanding of child developmental stages with colleagues</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

<p><b>Learning to Learn</b> <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><b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<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"> <li>• Understanding that children's learning is dynamic, complex and holistic</li> <li>• Understanding that children demonstrate their learning in different ways</li> <li>• Starting with what is present (rather than absent), and writing about what works for the child</li> <li>• Acknowledging that all children have strengths and abilities, and grow and develop from their strengths and abilities</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-DCH-4002-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Curriculum and Pedagogy
<b>Skill</b>	<b>Integrate Developmentally Appropriate Teaching, Learning and Care-giving Approaches Aligned to Curriculum Frameworks</b>		
<b>Skill Description</b>	This skill describes the ability to apply strategies to meaningfully integrate teaching, learning and care-giving approaches with daily classroom practice. It includes evaluating and aligning daily classroom practice to the centre's philosophy and refining the classroom programme to further support the holistic development of children. It also involves collaboration with families and colleagues to ensure teaching, learning and care-giving approaches are aligned to the needs of the child.		
<b>Knowledge and Analysis</b> <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"> <li>• The importance of integrating developmentally appropriate teaching, learning and care-giving approaches with daily routines, particularly for the needs of young children</li> <li>• Strategies to meaningfully integrate teaching, learning and care-giving approaches with daily classroom practice</li> <li>• Current research and key trends in early childhood education pedagogy, and teaching and learning approaches</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Evaluate and align daily classroom practice to the centre's philosophy</li> <li>• Apply knowledge of child development, pedagogy, and the children to plan appropriate learning goals for each child within a group setting</li> <li>• Apply knowledge of early childhood education pedagogy and current research to support and refine teaching, learning and care-giving approaches</li> </ul>		
<b>Innovation and Value Creation</b> <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"> <li>• Refine the classroom programme to further support the holistic development of children</li> </ul>		
<b>Social Intelligence and Ethics</b> <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"> <li>• Collaborate with families to ensure teaching, learning and care-giving approaches are aligned to the needs of the child</li> <li>• Collaborate with colleagues to plan and implement appropriate teaching, learning and care-giving approaches</li> </ul>		
<b>Learning to Learn</b> <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		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<p><b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Strategies to meaningfully integrate teaching, learning and care-giving practices with daily classroom practice may include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Monitoring and adapting daily schedule that is appropriate for young children</li><li>• Observing children’s interests and modifying curriculum and activities appropriately</li><li>• Scaffolding children’s development through routines and activities</li></ul>
--	---

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-DCH-4003-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Curriculum and Pedagogy
<b>Skill</b>	<b>Refine Strategies to Observe and Document Children’s Learning</b>		
<b>Skill Description</b>	This skill describes the ability to refine strategies to observe and document children’s learning through applying the guiding principles for observation and documentation, identifying a focus and using relevant techniques. It includes analysing data collected from observation and documentation of children’s learning to assess teaching effectiveness and effective planning. It also involves engaging in peer observation and documentation, as well as discussing strategies for planning intentional observation and documentation sessions with colleagues.		
<b>Knowledge and Analysis</b> <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"> <li>• Guiding principles for observation and documentation of children’s learning</li> <li>• How to identify a focus for observation of children’s learning</li> <li>• How to analyse and reflect on data collected from observation and documentation of children’s learning</li> <li>• How to use data collected from observation and documentation of children’s learning for effective planning</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Apply the guiding principles for observation and documentation of children’s learning</li> <li>• Identify a focus for observation and documentation of children’s learning</li> <li>• Conduct observation and documentation of children’s learning using relevant techniques based on the identified focus</li> <li>• Analyse observation and documentation of children’s learning to assess teaching effectiveness</li> <li>• Use data collected from observation and documentation of children’s learning for effective planning</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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"> <li>• Discuss with colleagues strategies for planning intentional observation and documentation sessions</li> <li>• Engage in peer classroom observation and documentation and discuss findings with colleagues</li> </ul>		



**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<p><b>Learning to Learn</b>  <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><b>Range of Application</b>  <i>(where applicable)</i>  <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Guiding principles for observation of children's learning may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Be intentional about focus of observation and choice of documentation</li> <li>• Understand tools for observation and documentation of children's learning</li> <li>• Plan observations with a clear focus linked to objectives</li> <li>• Know the appropriate uses of observation and documentation data</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

<b>Skill Code</b>	ECC-DCH-4004-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Curriculum and Pedagogy
<b>Skill</b>	<b>Engage Children Meaningfully through the Customisation of Curriculum and Use of Appropriate Pedagogy (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to adapt curricula to meet learning goals and objectives and the needs of children. It includes co-designing activities with clear goals and objectives that are in line with the curriculum to engage children meaningfully and support their holistic development, as well as reviewing the alignment of curriculum to the Curriculum Frameworks currently utilised in Singapore with colleagues.		
<b>Knowledge and Analysis</b> <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"> <li>• The relevant Curriculum Frameworks currently utilised in Singapore</li> <li>• The objectives of centre's curricula and programmes</li> <li>• Current research and key trends on early childhood pedagogy and teaching and learning approaches</li> <li>• How curricula and programmes can support children's holistic development</li> <li>• Guiding principles to develop and implement curricula and programmes</li> <li>• Process of customising curricula and programmes</li> <li>• Indicators of effective curricula and programmes</li> <li>• Learning styles and developmental needs of children in the classroom</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Adapt curricula to meet learning goals and objectives and the needs of children in the classroom</li> <li>• Co-design activities with clear goals and objectives that are in line with the curriculum to engage children meaningfully</li> <li>• Review the alignment of curriculum to the Curriculum Frameworks currently utilised in Singapore with colleagues</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<p><b>Learning to Learn</b>  <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><b>Range of Application</b>  <i>(where applicable)</i>  <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>The guiding principles to develop and implement curricula and programmes must include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Providing children with stimulating and developmentally appropriate experiences, and positive relationships with other children</li> <li>• Adapting the learning environment to ensure that children can engage in safe and positive interactions</li> <li>• Including opportunities for children to engage in open-ended and guided play experiences</li> <li>• Demonstrating respect for factors that influence children's development</li> <li>• Selecting content that helps children develop a deeper appreciation and understanding of the world around them</li> <li>• Ensuring children's stages of development, needs and interests are at the centre of the curriculum and children have daily opportunities to make choices and explore topics that interest them</li> </ul> <p>Indicators of effective curricula and programmes may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Articulation of clear goals</li> <li>• Active and engaged children</li> <li>• Evidence-based curriculum that is developmentally appropriate for children</li> <li>• Building on children's prior learning and experiences</li> <li>• Alignment to learning standards and appropriate assessments of children's learning</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-DCH-4005-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Curriculum and Pedagogy
<b>Skill</b>	<b>Implement Differentiated Teaching and Learning Strategies to Meet the Diverse Needs of Children (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to plan, implement and refine differentiated teaching and learning strategies to meet the diverse needs of children.		
<b>Knowledge and Analysis</b> <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"> <li>• The diverse needs of children</li> <li>• Forms of support and resources needed to meet the diverse needs of children</li> <li>• Planning for effective differentiated teaching and learning strategies</li> <li>• Strategies to refine differentiated teaching and learning strategies</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Refine differentiated teaching and learning strategies to suit the diverse needs of children</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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		
<b>Learning to Learn</b> <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"> <li>• Reflect on effectiveness of teaching and learning methods and activities</li> </ul>		
<b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>The diverse needs of children may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Learning abilities</li> <li>• Learning styles</li> <li>• Medical, behavioural, developmental, learning or mental health issues</li> <li>• Culture, language, religion and family background</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-DCH-4006-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Curriculum and Pedagogy
<b>Skill</b>	<b>Integrate Respectfulness, Responsiveness and Reciprocity within the Curriculum (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to co-develop and deliver classroom curriculum that integrates respectfulness, responsiveness and reciprocity, as well as model and help colleagues acquire skills to integrate these into experiences and classroom activities. It also includes reflecting on the commitment to establish and maintain respectful relationships and responsive engagement with children in the design and delivery of activities with an awareness and sensitivity to the cultural diversity amongst children.		
<b>Knowledge and Analysis</b> <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"> <li>• Strategies to nurture sense of security, emotional stability, confidence and independence in young children</li> <li>• Strategies to plan a curriculum that integrates respectfulness, responsiveness and reciprocity</li> <li>• A variety of positive guidance techniques</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Co-develop and deliver classroom curriculum that integrates respectfulness, responsiveness and reciprocity</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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"> <li>• Model and help colleagues acquire skills to integrate respectfulness, responsiveness and reciprocity into experiences and classroom activities</li> <li>• Display awareness and sensitivity to diversity in children's cultural, language and religious background</li> </ul>		
<b>Learning to Learn</b> <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"> <li>• Reflect the commitment to establish and maintain respectful relationships and responsive engagement with children in the design and delivery of activities</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Positive guidance techniques must include, but are not limited to: <ul style="list-style-type: none"><li>• Positive verbal and non-verbal communication, such as:<ul style="list-style-type: none"><li>• Encouragement, praise and acknowledgement, where appropriate</li><li>• Listening attentively to children, trying to understand what they want to communicate</li></ul></li><li>• Offering appropriate choices</li><li>• Facilitating problem solving with children</li><li>• Modelling appropriate behaviour</li><li>• Maintaining consistency in actions, boundaries and behaviours</li></ul>
---	---

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-DCH-4007-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Learning Environment
<b>Skill</b>	<b>Design Quality Learning Environments (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to create positive learning environments that build the child's confidence. It involves using a range of developmentally appropriate materials and resources to create a stimulating and safe learning environment. It also includes evaluating the effectiveness of and improving the learning environment through feedback from colleagues, children and families.		
<b>Knowledge and Analysis</b> <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"> <li>• Importance of quality learning environments</li> <li>• Features of a quality learning environment</li> <li>• Strategies to scaffold children's learning and build self-esteem</li> <li>• The role of the learning environment to engage and motivate children in their learning</li> <li>• A range of developmentally appropriate materials and resources to create a stimulating and safe learning environment</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Create positive indoor and outdoor learning environments which build the child's confidence to face risks and challenges</li> <li>• Utilise a range of developmentally appropriate materials and resources to create a stimulating and safe learning environment</li> <li>• Evaluate effectiveness of learning environments</li> </ul>		
<b>Innovation and Value Creation</b> <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"> <li>• Design a learning environment that supports integrated learning</li> <li>• Design a learning environment that is engaging, stimulating and challenging for children</li> </ul>		
<b>Social Intelligence and Ethics</b> <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"> <li>• Engage in conversations with colleagues, children and families to improve the learning environment</li> </ul>		
<b>Learning to Learn</b> <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		
<b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical</i>	<p>Features of a quality learning environment must include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Responsive to children's needs</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

*circumstances and contexts that the skill may be demonstrated.*

- Enhance children's learning meaningfully and creatively
- Provide opportunities for critical thinking and engagement



**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

Skill Code	ECC-DCH-4008-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Interactions and Relationships
<b>Skill</b>	<b>Guide Educarers to Foster Respectful, Responsive and Reciprocal Interactions and Relationships with Each Child within a Group Setting</b>		
<b>Skill Description</b>	This skill describes the ability to guide Educarers in acquiring the skills to foster respectful, responsive, and reciprocal relationships with each child within a group setting. This includes guiding Educarers in developing skills for interacting with children in ways that respect diversity of their backgrounds. It also involves guiding Educarers in creating and maintaining a nurturing environment characterised by trusting relationships, as well as in utilising appropriate verbal and non-verbal communication techniques with children.		
<b>Knowledge and Analysis</b> <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"> <li>• The impact of respectful, responsive, and reciprocal interactions and relationships on healthy child development</li> <li>• The unique personalities, temperaments, strengths and interests of each child</li> <li>• Strategies to interact with children in ways that respect diversity of cultures, languages and religions</li> <li>• Strategies to guide colleagues in their daily practice</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Guide Educarers in acquiring skills for fostering respectful, responsive, and reciprocal or secure and trusting relationships with children</li> <li>• Interact with each child based on their unique personalities, temperaments, strengths and interests</li> <li>• Guide Educarers in developing skills for interacting with children in ways that respect diversity of cultures, languages, and religions</li> <li>• Guide Educarers in creating and maintaining a nurturing emotional and interactional environment characterised by trusting relationships</li> <li>• Guide Educarers in utilising appropriate verbal and non-verbal communication techniques with children</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of</i>	N/A		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<i>ethics.</i>	
<b>Learning to Learn</b> <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"> <li>• Guide Educarers to reflect on effectiveness of fostering respectful, responsive and reciprocal interactions and relationships with each child within a group setting</li> </ul>
<b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Strategies to interact with children in ways that respect all cultures, languages and religions may include, but are not limited to: <ul style="list-style-type: none"> <li>• Being open-minded and flexible</li> <li>• Displaying positive body language</li> <li>• Making effort to understand a child's culture and religion</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-DCH-4009-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Interactions and Relationships
<b>Skill</b>	<b>Guide Educarers to Support Children’s Development of Secure Attachments through Warm, Consistent and Nurturing Care-giving</b>		
<b>Skill Description</b>	This skill describes the ability to guide Educarers in using daily care-giving activities as opportunities to develop and enhance secure attachments between adult and child. This includes guiding Educarers to respond promptly, appropriately, patiently, and consistently to children’s needs, cues and signals, to display warm and nurturing care-giving, to manage separation anxiety, as well as provide and maintain continuity of care for children.		
<b>Knowledge and Analysis</b> <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"> <li>• Strategies to provide predictability for young children</li> <li>• The attachment patterns of each child within the group setting</li> <li>• How to manage separation anxiety</li> <li>• Strategies to guide colleagues in their daily practice</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Guide Educarers in responding promptly, appropriately, patiently, and consistently to children’s needs, cues and signals</li> <li>• Guide Educarers in displaying warm and nurturing care-giving</li> <li>• Guide Educarers in using daily care-giving activities as opportunities to enhance secure attachment between adult and child</li> <li>• Guide Educarers in providing and maintaining regular and predictable daily routines and activities that are flexible to accommodate the moods and interests of children</li> <li>• Guide Educarers in providing and maintaining continuity of care for children</li> <li>• Guide Educarers in managing separation anxiety</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

<p><b>Learning to Learn</b> <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><b>Range of Application</b> <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Strategies to provide predictability for young children may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Offering predictable daily routines and programmes.</li> <li>• Ensuring frequent and consistent meaningful adult-child interactions</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-DCH-4010-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Health, Safety and Nutrition
<b>Skill</b>	<b>Implement Appropriate Course of Action for the Protection of Children (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to identify and report suspected emotional distress, abuse and neglect in children, and seek professional guidance or advice where needed, in accordance with centre's standard operating procedures. It includes obtaining feedback from colleagues and reflecting on own effectiveness in identifying and applying the appropriate positive guidance techniques to support children's emotional development. It also involves working with external agencies, specialists and other stakeholders to protect and support children experiencing emotional stress, abuse or neglect.		
<b>Knowledge and Analysis</b> <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"> <li>• Signs and symptoms of emotional stress, abuse or neglect in children</li> <li>• The importance of the protection of children</li> <li>• Different ways in which children can be harmed</li> <li>• Child protection procedures</li> <li>• Practices or situations which violate the safety and well-being of children</li> <li>• Strategies to implement appropriate course of action for the protection of children</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Recognise emotional stress, abuse or neglect in children and seek professional guidance or advice where needed</li> <li>• Identify and report suspected emotional distress, abuse and neglect of children, in accordance with centre's standard operating procedures</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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"> <li>• Work with external agencies, specialists and other stakeholders to protect and support children experiencing emotional stress, abuse or neglect</li> </ul>		
<b>Learning to Learn</b> <i>It refers to the ability to develop and improve one's self within and</i>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Reflect on own effectiveness in identifying and applying the appropriate positive guidance techniques to support children's</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

<i>outside of one's area of work.</i>	<p>emotional development</p> <ul style="list-style-type: none"> <li>• Obtain feedback from colleagues to improve one's skill in applying the positive guidance techniques</li> </ul>
<p><b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Child protection procedures must include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Actions for the abuse of a child within the centre</li> <li>• Procedures for recording and reporting</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-DCH-4011- 1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Health, Safety and Nutrition
<b>Skill</b>	<b>Establish a Safe and Healthy Environment within the Centre</b>		
<b>Skill Description</b>	This skill describes the ability to ensure adherence to procedures for illnesses, accidents and emergencies, that protocols for children with specific health care needs are in place and readily available, and that any concerns or questions about a child's health needs are conveyed to the family. It also includes identifying and reporting suspected emotional distress, abuse and neglect of children, in appropriate ways, conducting regular emergency drills with children and colleagues, as well as enacting strategies to support children to take increasing responsibility of their own health and physical wellbeing.		
<b>Knowledge and Analysis</b> <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"> <li>• Rationale for procedures for illnesses, accidents and emergencies</li> <li>• Basic first aid for infants and young children</li> <li>• The identification of symptoms of basic ailments in children</li> <li>• The practices of safe food handling and general sanitation</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Ensure adherence to procedures for illnesses, accidents and emergencies</li> <li>• Identify and report suspected emotional distress, abuse and neglect of children, in appropriate ways</li> <li>• Ensure that protocols for children with specific health care needs are in place and readily available</li> <li>• Conduct regular emergency drills with children and colleagues</li> </ul>		
<b>Innovation and Value Creation</b> <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"> <li>• Enact strategies to support children to take increasing responsibility of their own health and physical wellbeing</li> </ul>		
<b>Social Intelligence and Ethics</b> <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"> <li>• Ensure that any concerns or questions about a child's health needs are conveyed to their family</li> </ul>		
<b>Learning to Learn</b> <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		
<b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-CFC-4001-1.1	<b>Skill Category</b>	Collaborating with Families and Community
		<b>Skill Sub-Category (where applicable)</b>	Family and Community Partnerships
<b>Skill</b>	<b>Establish Home-Centre Partnerships (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to establish positive home-centre partnerships through regular interaction and effective communication. It also includes understanding the role of families in supporting and shaping children's development, appreciating the benefits of establishing positive home-centre partnerships and developing awareness to conflicts that might arise during communication.		
<b>Knowledge and Analysis</b> <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"> <li>• The benefits of establishing positive home-centre partnerships</li> <li>• The role families play in supporting and shaping the children's development</li> <li>• Strategies for establishing home-centre partnerships</li> <li>• Modes of communication that facilitate home-centre partnerships</li> <li>• Strategies for effective communication</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Interact with families regularly to establish relationships that encourage mutual exchange of resources and information about children</li> <li>• Utilise modes of communication that are preferred and suited for varied families' needs</li> <li>• Encourage families to play an active role in supporting and shaping their child's development</li> <li>• Demonstrate respect and understanding towards diverse family values and belief systems</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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"> <li>• Listen, reflect and respond appropriately when family members communicate concerns about their child</li> <li>• Communicate in a sensitive and reassuring manner that respects diversity, variations in home environment, and the way families raise their children</li> <li>• Empathise with families in communicating and addressing concerns</li> <li>• Maintain confidentiality in communications regarding children, families, and colleagues</li> <li>• Build self-awareness of emotional responses that might arise due to differing opinions</li> </ul>		



**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<p><b>Learning to Learn</b>  <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"> <li>• Reflect on own practices and seek to continually develop own skills and knowledge in working with families</li> </ul>
<p><b>Range of Application</b>  <i>(where applicable)</i>  <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>The value of establishing positive home-centre partnerships may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Provision of a more emotionally secure environment for children and enhancement of their learning through better understanding of the children and families</li> <li>• Development of a sense of identity and belonging in children through building on knowledge of their family background</li> <li>• Support and enhancement of centre's programme through leveraging on parents' skills and expertise</li> </ul> <p>Strategies for effective communication include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Communicating in a courteous and respectful manner that considers differences in family backgrounds</li> <li>• Negotiating for mutually acceptable solutions by all parties</li> <li>• Identifying signs, stages and causes of conflict with individuals or groups of people</li> <li>• Highlighting points of differences or contention objectively, taking into consideration social and cultural differences of parties involved</li> <li>• Distinguishing between objective facts and subjective interpretation in a conflict</li> <li>• Determining compatibility between communication techniques or tools and the communication styles of people</li> <li>• Assessing conflict situation and developing appropriate conflict resolution strategies</li> <li>• Resolving conflict using appropriate conflict resolution strategies, approaches and techniques</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-CFC-4002-1.1	<b>Skill Category</b>	Collaborating with Families and Community
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Family and Community Partnerships
<b>Skill</b>	<b>Co-lead<sup>1</sup> Collaborative Projects with Community Stakeholders (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to co-lead collaborative projects with community stakeholders to benefit children and families by developing effective long-term partnerships, planning collaborative classroom and centre-wide projects and creating opportunities for stakeholders' involvement in centre programmes and activities. It also includes co-evaluation of projects, co-facilitation of the exchange of information, working co-operatively and communicating effectively with stakeholders while maintaining professionalism to benefit children and families.		
<b>Knowledge and Analysis</b> <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"> <li>• Community stakeholders and resources available that can benefit children and families</li> <li>• Strategies to lead in developing effective long-term partnerships and collaborations with community stakeholders</li> <li>• Strategies to lead team in planning collaborative classroom projects with community stakeholders</li> <li>• Effective communication strategies</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Co-lead in developing effective long-term partnerships and collaborations with community stakeholders</li> <li>• Co-lead in planning collaborative classroom and centre-wide projects with community stakeholders</li> <li>• Co-lead in creating opportunities for stakeholders' involvement in the centre programmes and activities</li> <li>• Co-evaluate the effectiveness of the collaborative projects in supporting the children and families</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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"> <li>• Work cooperatively and communicate effectively with colleagues, children, families and community stakeholders</li> <li>• Respect colleagues, families and community stakeholders and their contribution to the intended outcomes of the collaborative projects</li> <li>• Demonstrate positive work and professional attitudes when working with various stakeholders on collaborative projects</li> <li>• Share pertinent information, knowledge, resources and ideas with</li> </ul>		

<sup>1</sup> The Educarer 2 would co-lead with the Senior Educarer and/or Centre Leader.

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

	colleagues, families and others to support children and families
<b>Learning to Learn</b> <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"> <li>• Stay informed about current research and key trends on home-centre-community partnerships</li> <li>• Co-facilitate exchange of professional ideas for discussion amongst colleagues and community stakeholders</li> </ul>
<b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Effective communication strategies may include, but are not limited to: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Facilitating</li> <li>• Questioning</li> <li>• Negotiating</li> </ul> Planning of collaborative classroom and centre-wide projects with community stakeholders may include, but is not limited to: <ul style="list-style-type: none"> <li>• Identifying and engaging relevant stakeholders</li> <li>• Facilitating the alignment of expectations</li> <li>• Co-developing project work plans</li> <li>• Monitoring and reviewing project progress</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-BPC-4001-1.1	<b>Skill Category</b>	Building Professional Capacity
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Professional Mastery
<b>Skill</b>	<b>Guide Colleagues to Engage in Continuous Learning and Reflective Practice (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to guide colleagues in continuous learning and reflective practice through initiating professional exchange or discussions, and reflecting on teaching practices, amongst others. It includes the ability to encourage open and honest communication, demonstrate respect, share experiences, and welcome diverse inputs and ideas from colleagues. It also includes the ability to reflect and improve on own efforts in supporting colleagues.		
<b>Knowledge and Analysis</b> <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"> <li>• The importance of engaging in continuous learning and reflective practice</li> <li>• Challenges faced by Educarers and how to share relevant knowledge and experience</li> <li>• Communication skills needed in providing guidance to Educarers</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Reflect on teaching practices with colleagues</li> <li>• Facilitate professional exchange or discussions with colleagues on their learning needs and professional development plans</li> <li>• Provide support to colleagues in thinking about their teaching practices and their personal philosophy of Early Childhood Care and Education</li> </ul>		
<b>Innovation and Value Creation</b> <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"> <li>• Initiate and engage Educarers in inquiry-based learning within the centre</li> <li>• Collaborate with Educarers in joint projects</li> </ul>		
<b>Social Intelligence and Ethics</b> <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"> <li>• Respect and welcome diverse input and ideas from colleagues</li> <li>• Encourage open and honest communication with colleagues</li> <li>• Share personal experiences to provide instructional support to Educarers</li> <li>• Establish, maintain and refine collaborative and productive workplace relationships</li> </ul>		
<b>Learning to Learn</b> <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"> <li>• Initiate regular and dedicated time for discussions where Educarers can discuss issues faced and strategies to overcome them</li> <li>• Reflect on own efforts in supporting colleagues to engage in continuous learning and reflective practice, and how to be more effective in helping or supporting others</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

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

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-BPC-4002-1.1	<b>Skill Category</b>	Building Professional Capacity
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Professional Mastery
<b>Skill</b>	<b>Contribute to Fostering a Culture of Continuous Learning (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to contribute to fostering a culture of continuous learning through understanding the importance of professional development. It includes conducting learning needs analysis to identify areas of improvement in care and teaching practice, working with a mentor to design own professional development plan, acquiring and maintaining professional knowledge and skills through professional development and other modes, as well as evaluating progress and reassessing own critical development needs.		
<b>Knowledge and Analysis</b> <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"> <li>• The importance of professional development to self and others for career development and for the learning of the children</li> <li>• The importance of a culture that supports continuous learning</li> <li>• Features of a culture of continuous learning</li> <li>• The distinct stages of learning needs analysis</li> <li>• Strategies to evaluate own professional development plan critically</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Conduct learning needs analysis for self to improve care and teaching practice</li> <li>• Work with mentor or Centre Leader to design own professional development plan for deepening and acquiring additional knowledge and skills</li> <li>• Acquire and maintain professional knowledge and skills based on professional development plan</li> <li>• Evaluate progress and reassess own needs and skills, based on professional development plan</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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		
<b>Learning to Learn</b> <i>It refers to the ability to develop and improve</i>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Share information and knowledge obtained from participation in formal</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<i>one's self within and outside of one's area of work.</i>	professional development activities with colleagues
<b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Features of a culture of continuous learning may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• A community of educators continuously and collectively seeking to improve teaching practice through acquisition and application of new knowledge and skills to achieve the goals of the centre</li> <li>• An environment where: <ul style="list-style-type: none"> <li>• Educators feel safe asking difficult questions regarding current centre practices for the purpose of improvement.</li> <li>• Pro-active learning occurs, through formal and informal means</li> <li>• Educators are part of learning communities</li> </ul> </li> </ul> <p>The four distinct stages of learning needs analysis must include:</p> <ul style="list-style-type: none"> <li>• Identifying learning needs and proposing a professional development plan</li> <li>• Discussing the professional development plan with supervisor</li> <li>• Implementing professional development plan</li> <li>• Evaluating progress</li> </ul>

Remarks:

This Skills Standard should be referenced together with:

- **BM-SPI-303E-1** Measure and Plan Own Performance and Behaviour
- **ES-ACE-101G-1** Solve Problems and Make Decisions at Operations Level

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

Skill Code	BM-SPI-303E-1	Skill Category	Planning and Implementation
		Skill Sub-Category <i>(where applicable)</i>	
<b>Skill</b>	<b>Measure and Plan Own Performance and Behaviour</b>		
<b>Skill Description</b>	This skill describes the ability to evaluate and plan own performance and behaviour to support organisational strategies and objectives. It includes identifying own roles, responsibilities and key performance indicators, evaluating own performance and establishing actions for improvement.		
<b>Knowledge and Analysis</b> <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	The ability to understand: <ul style="list-style-type: none"> <li>• Roles and responsibilities within the team and organisation</li> <li>• Own key performance indicators</li> <li>• Organisational key performance indicators</li> </ul>		
<b>Application and Adaptation</b> <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>	The ability to: <ul style="list-style-type: none"> <li>• Identify own roles and responsibilities to support organisational strategies and objectives</li> <li>• Identify and understand own key performance indicators to support organisational key performance indicators</li> </ul>		
<b>Innovation and Value Creation</b> <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>	The ability to: <ul style="list-style-type: none"> <li>• Augment own performance to ensure alignment to organisational objectives to improve organisational business processes</li> </ul>		
<b>Social Intelligence and Ethics</b> <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"> <li>• Exercise self-awareness and self-management strategies when measuring and planning own performance and behaviour to improve own professional practice</li> </ul>		
<b>Learning to Learn</b> <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"> <li>• Evaluate own behaviours to identify areas for improvement based on own and organisational key performance indicators</li> <li>• Determine and establish actions to improve own performance to support organisational strategies and objectives</li> </ul>		
<b>Range of Application</b> <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A		



**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ES-ACE-101G-1	<b>Skill Category</b>	Analytical, Conceptual and Evaluative Skills
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	
<b>Skill</b>	<b>Solve Problems and Make Decisions at Operations Level</b>		
<b>Skill Description</b>	This skill describes the ability to acquire problem-solving and decision-making techniques. It also includes proactively identifying the root causes to a problem and taking responsibility for the decisions within one's own circle of influence.		
<b>Knowledge and Analysis</b> <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"> <li>• Procedure for evaluating selected ideas for problem-solving</li> <li>• Factors to consider in selecting suitable mode(s) of communication</li> <li>• Methods to determine the strengths and limitations or constraints of each selected idea</li> <li>• Areas of impact from implementation of an action plan</li> <li>• Types of evaluation methods to determine effectiveness of implemented solution(s) and action plan</li> <li>• Techniques to identify sources of failure in the implemented solution and action plan</li> <li>• Potential area(s) requiring corrective action</li> <li>• Types of corrective action(s)</li> <li>• Reflective mechanisms for the entire problem-solving process</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Recognise symptom(s) that could lead to potential problem(s) at the workplace using appropriate tools and techniques</li> <li>• Identify deviations from organisational norm and SOPs based on symptom(s) identified</li> <li>• Identify the possible root cause(s) of the problem(s) using appropriate tools and techniques</li> <li>• Develop an action plan for implementation of the chosen solution(s) at the workplace</li> <li>• Identify preventive measure(s) to avoid recurrence of similar problem(s) in the future based on appropriate tools and techniques</li> </ul>		
<b>Innovation and Value Creation</b> <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"> <li>• Generate and select ideas to solve the problem using creative and logical thinking</li> <li>• Evaluate selected ideas using pertinent criteria and choose the most desirable one(s) as solution(s) to the problem(s)</li> <li>• Evaluate the effectiveness of the implemented solution(s) and action plan and initiate corrective actions where necessary</li> </ul>		
<b>Social Intelligence and Ethics</b> <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of</i>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Identify relevant parties' priorities and concerns and use suitable communication mechanisms and modes to garner agreement from relevant parties on chosen solution(s) and action plan</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<i>ethics.</i>	
<b>Learning to Learn</b> <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"> <li>• Identify impact of the problem(s) on one's job responsibilities and other parties involved and make adjustments of own work processes and working methods</li> </ul>
<b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

<b>Skill Code</b>	ECC-BPC-4003-1.1	<b>Skill Category</b>	Building Professional Capacity
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Professional Values and Ethics
<b>Skill</b>	<b>Articulate What Constitutes Ethical Behaviour and Professionalism When Interacting with Families, Colleagues and the Community (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to display professionalism in interactions with families, colleagues, and the community through establishing professional boundaries and mutual respect in building relationships with children, families and the community and guiding colleagues on ethical conduct, professional integrity, and the core values of the AECES Code of Ethics.		
<b>Knowledge and Analysis</b> <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"> <li>• Ethical standards as outlined by various National and International documents</li> <li>• The core values central to the AECES Code of Ethics</li> <li>• Expectations for ethical conduct and professional integrity in early childhood settings</li> <li>• Foundations of professional responsibilities and obligations with the ECCE sector</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Establish professional boundaries in building relationships with children, families and the community</li> <li>• Display professionalism in communication with and attitudes towards families, colleagues and stakeholders</li> </ul>		
<b>Innovation and Value Creation</b> <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"> <li>• Assist in advocating the value of early childhood education and promoting learning in the wider community</li> </ul>		
<b>Social Intelligence and Ethics</b> <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"> <li>• Guide colleagues on ethical conduct, professional integrity, and the core values of the AECES Code of Ethics</li> <li>• Establish and maintain mutual respect, confidentiality and privacy with families, children, colleagues and the community</li> </ul>		
<b>Learning to Learn</b> <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		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

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

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

<b>Skill Code</b>	ECC-BOC-4001-1.1	<b>Skill Category</b>	Building Organisational Capacity
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Teamwork and Collaboration
<b>Skill</b>	<b>Contribute to Fostering a Culture of Collaboration (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to contribute to fostering a culture of collaboration through co-developing structures and activities that promote collaborations, initiating projects that support children’s learning, planning for lessons and sharing knowledge and resources with colleagues. It also involves respecting diverse input and ideas, promoting open communication and resolving conflicts appropriately.		
<b>Knowledge and Analysis</b> <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"> <li>• Characteristics of a collaborative culture</li> <li>• The value of a culture of collaboration</li> <li>• Structures and activities that facilitate collaborations among colleagues</li> <li>• Different types of conflict resolution strategies</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Co-develop<sup>2</sup> structures and activities that support collaborations among colleagues</li> <li>• Initiate projects with colleagues to support children’s learning</li> <li>• Plan for lessons and projects cooperatively with colleagues in teams</li> <li>• Share knowledge and resources with colleagues</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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"> <li>• Respect and welcome diverse input and ideas from colleagues</li> <li>• Encourage open and honest communication with colleagues</li> <li>• Establish, maintain and refine collaborative and productive workplace relationships</li> <li>• Resolve conflict among colleagues using appropriate conflict resolution strategies, approaches and techniques</li> </ul>		
<b>Learning to Learn</b> <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"> <li>• Identify, reflect on and incorporate the contributions of colleagues</li> </ul>		

<sup>2</sup> The Educarer 2 would co-develop with the Senior Educarer and/or Centre Leader.

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

<p><b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Characteristics of a collaborative culture may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Regular opportunities for continuous improvement</li> <li>• More team teaching and shared decision-making</li> <li>• Sharing resources and supplies</li> <li>• Planning cooperatively</li> <li>• Increased confidence in and commitment to improvement of practice</li> </ul> <p>The value of a culture of collaboration may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Shared ownership</li> <li>• Commitment to implementation of change efforts</li> <li>• Robust solutions to problems</li> </ul> <p>Structures and activities that facilitate collaboration among colleagues may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Team teaching</li> <li>• Peer observation</li> <li>• Collaborative decision-making and planning of staff development activities</li> </ul>
--	---

Remarks:

This Skills Standard should be referenced together with:

- **ES-IP-102G-1** Work in a Team

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

Skill Code	ES-IP-102G-1	Skill Category	People and Relationship Management
		Skill Sub-Category <i>(where applicable)</i>	
<b>Skill</b>	<b>Work in a Team</b>		
<b>Skill Description</b>	This skill describes the ability to apply effective communication techniques to achieve individual and team goals. It also includes providing support to team members while taking into consideration diversity issues.		
<b>Knowledge and Analysis</b> <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"> <li>• Definition of organisational vision, mission and goals</li> <li>• Different roles played by team members</li> <li>• Interdependence of roles within a team</li> <li>• Importance of maintaining open communication within a team</li> <li>• Effects of trust, respect and support within a team</li> <li>• Diversity issues and their impact on communication</li> <li>• Relevant parties from whom one can seek feedback, advice and assistance</li> <li>• Effects of organisational/industry/legislative requirements and work performance standards and/or targets on attainment of individual, team and organisational goals</li> <li>• Organisational policies, limits of autonomy and span of control</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Define and align team goals with departmental and organisational goals</li> <li>• Demonstrate responsibility and commitment for work done and to the achievement of individual and team goals</li> <li>• Identify potential areas of conflict with team members and methods to overcome them, taking into consideration diversity issues</li> </ul>		
<b>Innovation and Value Creation</b> <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"> <li>• Listen to and contribute ideas and skills using appropriate communication techniques to achieve team goals</li> <li>• Recommend improvements to established policies and procedures in a proactive manner</li> </ul>		
<b>Social Intelligence and Ethics</b> <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"> <li>• Maintain open communication with team members by sharing information and discussing work-related issues to achieve individual and team goals to meet organisational requirements</li> <li>• Demonstrate trust, respect and support towards team members in daily activities to achieve team goals</li> <li>• Identify and resolve issues and concerns through collaborative activities with supervisor</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<p><b>Learning to Learn</b>  <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"> <li>• Define own and individual roles within the team and work within the team and organisation dynamics</li> <li>• Accept and provide feedback, advice and assistance in a considerate and constructive manner to accomplish task assigned</li> </ul>
<p><b>Range of Application</b>  <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>



**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**EDUCARER 2**

<b>Skill Code</b>	ECC-BOC-4002-1.1	<b>Skill Category</b>	Building Organisational Capacity
		<b>Skill Sub-Category</b> <i>(where applicable)</i>	Visioning and Planning
<b>Skill</b>	<b>Uphold the Vision, Mission and Values of the Centre (Educarer 2)</b>		
<b>Skill Description</b>	This skill describes the ability to uphold and contribute to realising centre's vision, mission, and values through aligning curriculum and programmes, and contributing to the development of programme or plans to achieve centre's vision, mission and values. It also includes modelling professional values and ethics.		
<b>Knowledge and Analysis</b> <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"> <li>• The rationale behind centre's vision, mission, values and long term directions</li> <li>• Ways to contribute to realising centre's vision, mission and values</li> </ul>		
<b>Application and Adaptation</b> <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"> <li>• Align curriculum and programmes to centre's vision, mission and values</li> <li>• Participate in discussions during periodic review of the centre's vision, mission and values</li> <li>• Contribute to the development of programmes or plans to achieve centre's vision, mission and values</li> </ul>		
<b>Innovation and Value Creation</b> <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		
<b>Social Intelligence and Ethics</b> <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"> <li>• Uphold centre's vision, mission and values by modelling professional values and ethics</li> </ul>		
<b>Learning to Learn</b> <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		
<b>Range of Application</b> <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
EDUCARER 2**

**Version Control**

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

# SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION

## SKILLS STANDARDS FOR EDUCARER 2

### Annex 1

#### Definition of ECCE Skill Category

<p><b>1. Developing the Child Holistically</b> 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><b>2. Collaborating with Families and the Community</b> This category focuses on establishing and sustaining strong partnerships with families and community stakeholders.</p> <p><b>3. Building Professional Capacity</b> 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><b>4. Building Organisational Capacity</b> This category focuses on enhancing capabilities as well as aligning systems and structures within centres to realise centres' goals and vision.</p>
---

#### Definitions of the Five (5) Domains

Domain	Definition
<b>Knowledge and Analysis</b>	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.
<b>Application and Adaptation</b>	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.
<b>Innovation and Value Creation</b>	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.
<b>Social Intelligence and Ethics</b>	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.
<b>Learning to Learn</b>	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.