

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
INFANT/TODDLER EDUCARER, BEGINNING EDUCARER**

Occupation: Infant/Toddler Educarer, Beginning Educarer

Occupation Description:

The Infant/Toddler Educarer or Beginning Educarer is responsive to the needs of young children. He/She creates a secure environment for young children through nurturing respectful, responsive and reciprocal relationships with them. He/She also creates a quality learning environment through assisting in implementing a developmentally and culturally appropriate curriculum. The Infant/Toddler Educarer or Beginning Educarer is intentional in building trusting and respectful partnerships with parents and families. He/She actively engages in centre initiatives and supports its collaborative efforts with the community. He/She also works closely with colleagues and contributes to a culture of collaboration and collegiality. As an early childhood educator, the Infant/Toddler Educarer or Beginning Educarer engages in continuous learning and reflective practice.

Important Points to Note about this Document

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

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The skills expected of the Infant/Toddler Educarer or Beginning Educarer are summarised below:

Skill Category*	Skills
Developing the Child Holistically	<p><u>Child Development</u> ECC-DCH-2001-1.1 Identify How Children (birth to age 3) Learn and Develop</p>
	<p><u>Curriculum and Pedagogy</u> ECC-DCH-2002-1.1 Assist in Planning and Implementing of Developmentally Appropriate Teaching, Learning and Care-giving Approaches Aligned to Curriculum Frameworks</p>
	<p>ECC-DCH-2003-1.1 Assist in Observation and Documentation of Children's Learning</p>
	<p>ECC-DCH-2004-1.1 Assist in Integrating Respectfulness, Responsiveness and Reciprocity within the Curriculum.</p>
	<p><u>Learning Environment</u> ECC-DCH-2005-1.1 Assist in Setting Up Quality Learning Environments</p>
	<p><u>Interactions and Relationships.</u> ECC-DCH-2006-1.1 Display Sensitivity to Each Child's Needs (within a group setting) through Respectful, Responsive and Reciprocal Interactions and Relationships with Children</p>
	<p>ECC-DCH-2007-1.1 Support Children's Development of Secure Attachments through Warm, Consistent and Nurturing Care-giving (Infant/Toddler Educarer, Beginning Educarer)</p>
	<p><u>Health, Safety and Nutrition</u> ECC-DCH-2008-1.1 Adhere to Health, Safety, Nutritional and Hygiene Standards and Procedures (Infant/Toddler Educarer, Beginning Educarer)</p>
Collaborating with Families and Community	<p><u>Family and Community Partnerships</u> ECC-CFC-2001-1.1 Facilitate the Continuity of Care and Education between the Home and Centre</p>
	<p>ECC-CFC-2002-1.1 Engage in Partnerships and Collaborations with Community Stakeholders</p>
Building Professional Capacity	<p><u>Professional Mastery</u> ECC-BPC-2001-1.1 Engage in Continuous Learning and Reflective</p>

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Skill Category*	Skills
	<p style="text-align: right;">Practice (Infant/Toddler Educarer, Beginning Educarer)</p> <p>ES-PMD-103G-1 Apply Emotional Competence to Manage Self at the Workplace</p> <p><u>Professional Values and Ethics</u></p> <p>ECC-BPC-2002-1.1 Commit to Uphold the Professionalism of the ECCE Sector</p>
Building Organisational Capacity	<p><u>Teamwork and Collaboration</u></p> <p>ECC-BOC-2001-1.1 Collaborate with Colleagues to Foster Positive Workplace Relations (Infant/Toddler Educarer, Beginning Educarer)</p> <p>ES-IP-101G-1 Communicate and Relate Effectively at the Workplace</p> <p><u>Visioning and Planning</u></p> <p>ECC-BOC-2002-1.1 Demonstrate Understanding of the Centre's Vision, Mission and Values (Infant/Toddler Educarer, Beginning Educarer)</p>

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

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

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Skill Code	ECC-DCH-2001-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Child Development
Skill	Identify How Children (birth to age 3) Learn and Develop		
Skill Description	This skill describes the ability to apply understanding of contemporary theories and literature on the developmental stages of children from birth to age 3 to support the growth, well-being, learning and development of each child.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Developmental theories • Different areas of children’s growth and development • Expected milestones (developmental stages) across different aspects of children’s growth and development • Strengths-based views on the differences between typical and atypical development and learning (birth to age 3) • The relevant Curriculum Frameworks utilised in Singapore • Factors that contribute to children’s growth, well-being, learning and development 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Apply understanding of developmental stages of children from birth to age 3 to guide care-giving practice • Apply understanding of contemporary theories and literature to support the growth, well-being, learning and development of each child 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Maintain confidentiality with regard to information on atypical development of children 		
Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of work.</i>	N/A		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and</i>	<p>Developmental theories may include, but are not limited to:</p> <ul style="list-style-type: none"> • Bioecological Systems Theory (Bronfenbrenner) • Cognitive Development Theory (Bruner, Piaget) • Maturationist Theory (Gessell, Rosseau) 		

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<p><i>contexts that the skill may be demonstrated.</i></p>	<ul style="list-style-type: none"> • Psychoanalytical Theory (Erikson) • Sociocultural Theory (Vygotsky) • Theory of Multiple Intelligences (Gardner) <p>Different areas of children’s growth and development must include:</p> <ul style="list-style-type: none"> • Physical development • Cognitive development • Social-emotional development <p>Expected milestones (developmental stages) must include, but are not limited to:</p> <ul style="list-style-type: none"> • Birth and Infancy • Toddlerhood • Preschool <p>Strengths-based views on the differences between typical and atypical development and learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • Understanding that children’s learning is dynamic, complex and holistic • Understanding that children demonstrate their learning in different ways • Starting with what is present (rather than absent), and writing about what works for the child • Acknowledging that all children have strengths and abilities, and grow and develop from their strengths and abilities <p>Factors that contribute to children’s growth, well-being, learning and development may include, but are not limited to:</p> <ul style="list-style-type: none"> • Individual characteristics (e.g. temperament, personality) • Family (e.g. pertinent medical history, family background, home environment) • Community • Language and Culture <p>Relevant Curriculum Frameworks must include:</p> <ul style="list-style-type: none"> • Early Years Development Framework (EYDF) <p>While young children’s physical growth and development may be predictable, their other developmental needs may be less so. Child development theories provide foundational understanding, but in reality, the nature of development is largely determined by the above-mentioned factors, and that individual differences frequently exist and require teachers to be observant, thoughtful and responsive.</p>
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Skill Code	ECC-DCH-2002-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Assist in Planning and Implementing Developmentally Appropriate Teaching, Learning and Care-giving Approaches Aligned to Curriculum Frameworks		
Skill Description	This skill describes the ability to contribute to the planning and implementation of teaching, learning and care-giving approaches using suitable strategies, taking into account the developmental stages, and backgrounds of children. It includes collaborating with colleagues to plan and implement appropriate teaching, learning and care-giving approaches.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Developmental theories • Developmental stages of children from birth to age 3 • Different areas of children’s growth and development • Expected milestones (developmental stages) across different aspects of children’s growth and development • Strategies to support children’s holistic development • A range of teaching, learning and care giving approaches that meet the needs of young children • The relevant Curriculum Frameworks utilised in Singapore • How children learn concepts through sensory experiences, exploration, play, interactions and inquiry 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Contribute to planning and implementation of teaching, learning and care-giving approaches, taking into account the developmental stages and backgrounds of children 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Collaborate with colleagues to plan and implement appropriate teaching, learning and care-giving approaches 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>N/A</p>
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Different areas of children's growth and development must include:</p> <ul style="list-style-type: none"> • Physical development • Cognitive development • Social-emotional development <p>Strategies to support children's holistic development may include, but are not limited to:</p> <ul style="list-style-type: none"> • Supporting children's emotional security through relating and interacting with them • Planning teaching, learning and care-giving approaches, taking into account children's interests, abilities, development, age and cultural experiences • Promoting the development of children's self-help skills • Strengthening trust with children through transitions and routines <p>Teaching, learning and care-giving approaches must include, but are not limited to:</p> <ul style="list-style-type: none"> • Child-directed play and learning • Guided learning • Teacher-directed learning <p>A range of teaching, learning and care-giving approaches that meet the needs of young children may include, but are not limited to:</p> <ul style="list-style-type: none"> • Utilising observations and documentation of children to inform planning • Utilising strategies and resources to scaffold children's learning and development <p>Relevant Curriculum Frameworks must include:</p> <ul style="list-style-type: none"> • Early Years Development Framework (EYDF)

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Skill Code	ECC-DCH-2003-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Assist in Observation and Documentation of Children’s Learning		
Skill Description	This skill describes the ability to apply knowledge of observations and documentations of children’s learning and development to guide care-giving practice, support the learning and developmental needs of each child and gain an in-depth understanding of each child. It includes evaluating observations and documentation of children’s learning, and collaborating with colleagues to refine choices of observation and documentation techniques. It also involves maintaining the confidentiality of young children and their families.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Theories and expected milestones (developmental stages) across different areas of children’s growth and development • The importance of observing and documenting children’s learning • Types of observation techniques • Types of documentation • How to analyse and interpret observations and documentations of children’s learning • Importance of maintaining the confidentiality of young children and their families 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Apply knowledge of observations and documentations of children’s learning and development to guide care-giving practice • Conduct observations and documentations of children’s learning using appropriate techniques • Gain an in-depth understanding of each child 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Collaborate with colleagues to refine choices of observation and documentation techniques • Maintain the confidentiality of young children and their families 		
Learning to Learn <i>It refers to the ability to develop and improve one’s self within and</i>	<ul style="list-style-type: none"> • The ability to: • Reflect on and evaluate observations and documentation of children’s learning 		

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<i>outside of one's area of work.</i>	
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Types of observation techniques may include, but are not limited to:</p> <ul style="list-style-type: none"> • Anecdotal and running records • Time and event sampling • Checklists • Observing while participating in an experience with children <p>Types of documentation of children's learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • Samples of child's work (e.g. drawings, early writings) • Learning stories • Photographs • Audio or video recording • Discussions with family and other caregivers • Portfolios <p>Maintaining the confidentiality of young children and their families may include, but is not limited to:</p> <ul style="list-style-type: none"> • Ensuring families have provided informed consent for photography or videography of children • Utilising discretion when discussing observations with family and other caregivers • Ensuring observations and documentations are kept in a secure location, and not removed from the centre

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Skill Code	ECC-DCH-2004-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Assist in Integrating Respectfulness, Responsiveness and Reciprocity within the Curriculum		
Skill Description	This skill describes the ability to apply theories of child development and knowledge of children’s abilities, interests, needs and temperaments to assist in developing and conducting activities and learning experiences that integrate respectfulness, responsiveness and reciprocity. It includes demonstrating awareness, sensitivity and respect for cultural diversity among children. It involves reflecting on own practices and seeking to continually develop own knowledge and skills in working with young children.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	The ability to understand: <ul style="list-style-type: none"> • 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 <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"> • Assist in developing and conducting 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 • Assist in integrating respectfulness, responsiveness and reciprocity into experiences and classroom activities 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> • Demonstrate awareness and sensitivity to diversity in children’s cultural, language, and religious backgrounds 		
Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of work.</i>	The ability to: <ul style="list-style-type: none"> • Reflect on 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		

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<p><i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>include, but are not limited to, development of young children's:</p> <ul style="list-style-type: none"> • Sense of security • Emotional stability and connectedness • Confidence • Independence <p>A curriculum that integrates respectfulness, responsiveness and reciprocity may include, but are not limited to:</p> <ul style="list-style-type: none"> • 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-2005-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Learning Environment
Skill	Assist in Setting Up Quality Learning Environments		
Skill Description	The skill describes the ability to contribute to the setting up of flexible and open-ended learning environments to support children’s learning and interests. It includes assisting in the preparation and 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 environment to ensure that it remains stimulating and engaging to children. It also involves providing children with frequent and regular access to the outdoors, maintaining regular routines and programmes that are flexible and adaptable to children’s temperaments and interests.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Developmental stages of children from birth to age 3 • Interests of children • The importance of providing a safe and secure learning environment • Types of learning environments: <ul style="list-style-type: none"> • Physical environment (both indoor and outdoor) • Temporal environment • Interactional environment • Features of a quality learning environment • Strategies to set up a learning environment that supports the curriculum • Strategies to interpret observations and documentation of children’s learning • A range of developmentally appropriate learning resources 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Contribute to the setting up of learning environments that are flexible and open-ended to support children’s needs and interests • 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 adapt to the children’s moods and interests • Assist in preparing and providing a range of materials or resources that reflect children’s developing skills and abilities, and encourage children to explore, discover, invent and learn 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Contribute to the improvisation and adaptation of learning resources to support children’s holistic development 		

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<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Collaborate with colleagues in the design and setting up of the learning environments • Assist in reviewing the learning environment to ensure that it remains stimulating and engaging to children
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Observe learning environments in different contexts
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Features of a learning environment (physical) must include but are not limited to:</p> <ul style="list-style-type: none"> • Safety • Positioning • Space and organisation of learning areas • Flexibility • Developmentally appropriate resources <p>Features of a learning environment (temporal) must include but are not limited to:</p> <ul style="list-style-type: none"> • A daily schedule that is predictable for young children • Elements such as transitions, play, individual exploration, small/large group time • Flexibility to meet the requirements and interests of individual children <p>Features of a learning environment (interactional) must include, but are not limited to:</p> <ul style="list-style-type: none"> • Responsiveness to the needs of each child • Sufficient time and space for children to explore and interact with teachers and peers • Provision of thoughtfully-selected resources • Appropriate and positive guidance techniques <p>Observing learning environments in different contexts may include, but is not limited to:</p> <ul style="list-style-type: none"> • Observing learning environments in a different classroom within the centre • Visiting other child care centres or kindergartens locally or internationally

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Skill Code	ECC-DCH-2006-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Interactions and Relationships
Skill	Display Sensitivity to Each Child's Needs (within a group setting) through Respectful, Responsive and Reciprocal Interactions and Relationships with Children		
Skill Description	This skill describes the ability to demonstrate sensitivity to each child's needs through respectful, responsive and reciprocal interactions and relationships with children. It includes supporting children's needs by responding sensitively to their verbal and non-verbal communication, feelings, ideas and behaviours, creating a nurturing environment, giving attention to and demonstrating familiarity with each child and using positive guidance techniques to acknowledge and affirm each child's personal efforts. It also involves practising regular open communication, managing own emotional responses towards children, and reflecting on own effectiveness in identifying and applying the appropriate positive guidance techniques to support children's emotional development.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Developmental stages of children from birth to age 3 • The importance of establishing respectful, responsive, and reciprocal interactions and relationships with children • The importance of nurturing children who feel safe, secure and valued • The basic needs, abilities and interests of children • Features of a learning environment (interactional) • Different patterns of attachment • Factors that support the development of healthy attachment relationships • Dimensions of temperaments and individual differences of children • Strategies to develop respectful, responsive and reciprocal relationships with children • A variety of positive guidance techniques • Impact of own emotional responses on children • Ways children communicate 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate understanding and respect for diversity of children's culture, language, personalities and religion • Respond sensitively to children's attempts to initiate interactions and conversations, including the non-verbal cues of infants and toddlers • Create a nurturing emotional and interactional environment that provides security for children. • Respond and give attention to each child, while remaining mindful of other children in the setting • Demonstrate familiarity with each child's likes, dislikes, routines, rituals and schedules • Utilise positive guidance techniques to acknowledge and affirm each 		

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	child's personal efforts
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Manage own emotional responses towards children to provide respectful and responsive care-giving • Support children's needs by attending sensitively to each child's feelings, ideas and behaviour, where appropriate • Practise open communication regularly to develop respectful, responsive, and reciprocal relationships with children
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on own effectiveness in identifying and applying the appropriate positive guidance techniques to support children's emotional development
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Features of a learning environment (interactional) must include, but are not limited to:</p> <ul style="list-style-type: none"> • Responsiveness to the needs of each child • Sufficient time and space for children to explore and interact with teachers and peers • Provision of thoughtfully-selected resources • Appropriate and positive guidance techniques <p>Different patterns of attachment may include:</p> <ul style="list-style-type: none"> • Secure attachment • Ambivalent attachment • Avoidant attachment • Disorganised attachment <p>Dimensions of temperaments in children must include, but are not limited to:</p> <ul style="list-style-type: none"> • Emotionality • Inhibition • Activity • Sociability <p>Strategies to develop respectful, responsive, and reciprocal relationships with children include:</p> <ul style="list-style-type: none"> • Ensuring that children experience continuity in their relationships and experiences • Listening and responding to children with full attention • Providing children with a caring presence

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	<ul style="list-style-type: none">• Observing and knowing the needs of each child through attuned engagement and awareness <p>Positive guidance techniques must include, but are not limited to:</p> <ul style="list-style-type: none">• Positive verbal and non-verbal communication, such as:<ul style="list-style-type: none">• Encouragement, praise and acknowledgement, where appropriate• Listening attentively to children, trying to understand what they want to communicate• Offering appropriate choices• Facilitating problem-solving with children• Modelling appropriate behaviour• Maintaining consistency in actions, boundaries and behaviours <p>Ways children communicate include:</p> <ul style="list-style-type: none">• Verbal cues• Non-verbal cues
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Skill Code	ECC-DCH-2007-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Interactions and Relationships
Skill	Support Children’s Development of Secure Attachments through Warm, Consistent and Nurturing Care-giving (Infant/Toddler Educarer, Beginning Educarer)		
Skill Description	This skill describes the ability to support children’s development of secure attachments by responding promptly, appropriately and consistently to children’s needs and demonstrating positive interactions with children. It includes creating daily opportunities for interactions with each child, using care-giving activities to foster healthy development of secure attachment, maintaining regular and predictable yet flexible routines and programmes. It involves collaborating with colleagues to ensure the provision of continuity of care for children, and reflecting on own effectiveness in supporting children’s development of secure attachment.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Developmental stages of children from birth to age 3 • Theories of social and emotional development • Different patterns of attachment • Factors that support the development of healthy attachment relationships • The importance of predictability and care routines as learning experiences for young children • How to manage separation anxiety 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Respond promptly, appropriately and consistently to children’s needs, cues and signals • Create daily opportunities for interactions with each child during personal care routines • Use care-giving activities as opportunities to foster healthy development of 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 • Provide continuity of care for children • Manage separation anxiety through ensuring frequent and meaningful interactions 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify ways to modify the daily schedule according to individual child’s needs and requirements 		

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<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate warm, positive, nurturing, and respectful interactions with children • Collaborate with colleagues to ensure continuity of care-giving
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on own effectiveness in supporting children's development of secure attachment
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Different patterns of attachment may include:</p> <ul style="list-style-type: none"> • Secure attachment • Ambivalent attachment • Avoidant attachment • Disorganised attachment <p>Factors that support the development of healthy attachment relationships may include, but are not limited to:</p> <ul style="list-style-type: none"> • Predictable daily routines and programmes • Frequent and consistent meaningful adult-child interactions • Safe and secure learning environment

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Skill Code	ECC-DCH-2008-1.1	Skill Category	Developing the Child Holistically
		Skill Sub-Category <i>(where applicable)</i>	Health, Safety and Nutrition
Skill	Adhere to Health, Safety, Nutritional and Hygiene Standards and Procedures (Infant/Toddler Educarer, Beginning Educarer)		
Skill Description	This skill describes the ability to adhere to procedures for illnesses, accidents and emergencies, as well as health, nutrition, hygiene, and safety standards to ensure a safe and healthy physical environment for children. It includes ensuring quality and timely care-giving practices to meet the needs of each child, promoting healthy eating habits of children, as well as identifying and reporting suspected emotional distress, abuse and neglect of children in appropriate ways. It involves teaching and modelling good nutrition, hygiene and safety practices, as well as communicating with families and colleagues the importance of these practices.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Rationale for ensuring health, safety, nutritional and hygiene standards • Rationale for procedures for illnesses, accidents and emergencies • Basic first-aid for infants and young children • The identification of signs and symptoms of basic ailments in infants and young children • Common ailments in infants and young children • The identification of signs and symptoms of basic food allergies • Common food allergies in infants and young children • Basic nutritional needs of children • The practices of safe food-handling and general sanitation • Appropriate care-giving practices 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Ensure a safe and healthy physical environment for children by following regulations regarding basic health, hygiene, and safety, based on an understanding of their impact on children’s overall well-being • Ensure quality and timely care-giving practices 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 based on nutritional standards • Identify and report suspected emotional distress, abuse and neglect of children in appropriate ways 		

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<p>Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i></p>	<p>N/A</p>
<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Communicate openly and appropriately with colleagues and families with regard to health and safety matters
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Keep up-to-date with safe care-giving practices through learning from colleagues and professional readings
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Health, safety, nutritional and hygiene standards must include, but are not limited to:</p> <ul style="list-style-type: none"> • Workplace Safety and Health Act • Child Care Centres Act • ECDA Assessment of Licensing Standards in Child Care Centres • ECDA Guidelines for Centre Based Infant or Toddler Care Services • Child Protection Act <p>A safe and healthy physical environment for children by following regulations regarding basic health, hygiene, and safety may include, but is not limited to:</p> <ul style="list-style-type: none"> • Monitoring and responding to the infant and young child's cues and needs • Ensuring a hygienic environment by following procedures (e.g. hand washing, hygiene during toileting and nappy changing) • Ensuring a safe environment by monitoring appropriateness of equipment, materials and environmental factors <p>Quality and timely care-giving practices to meet the needs of each child, based on hygiene standards may include, but are not limited to:</p> <ul style="list-style-type: none"> • Active and alert supervision and guidance of children • Maintaining a consistent toileting and nappy changing schedule • Ensuring steps are taken to reduce risks that children may be susceptible to (e.g. Sudden infant death syndrome) <p>Common ailments in infants and young children may include, but are not limited to:</p> <ul style="list-style-type: none"> • Hand Foot Mouth Disease (HFMD) • Chicken pox

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	<p>Common food allergies in infants and young children may include, but are not limited to:</p> <ul style="list-style-type: none">• Peanut• Egg• Milk
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SKILLS STANDARDS FOR
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Skill Code	ECC-CFC-2001-1.1	Skill Category	Collaborating with Families and Community
		Skill Sub-Category <i>(where applicable)</i>	Family and Community Partnerships
Skill	Facilitate the Continuity of Care and Education between the Home and Centre		
Skill Description	This skill describes the ability to communicate and establish relationships with families in order to facilitate the continuity of care and education between the home and centre. It includes understanding the influence of families and the importance of continuity of care as well as the ability to display sensitivity, maintain confidentiality, and exercise empathy when communicating with families about the child.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Diversity in family systems, dynamics and backgrounds • The importance of continuity of care through home-centre partnerships, and influence of families on the care and development of children • Strategies to facilitate home-centre partnerships • Modes of communication that facilitate effective partnerships with families 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Articulate to families the importance of continuity of care for children from birth to age 3 • Interact with families regularly to establish relationships that encourage mutual exchange of resources and information about children • Adopt a consistent procedure, in partnership with families, for continuity of care • Utilise modes of communication that are preferred by families and suited for varied families' needs 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Offer ideas to colleagues to facilitate home-centre partnerships, including children's continued care at home 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Value families as the first and primary teachers of their children • Listen, reflect and respond appropriately when family members communicate concerns about their child • Exercise empathy when addressing concerns relating to children • Display sensitivity to families' cultural backgrounds and expectations • Maintain confidentiality and respect families' rights to privacy 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>N/A</p>
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Diversity in family systems, dynamics and backgrounds may include, but are not limited to:</p> <ul style="list-style-type: none"> • Race • Ethnicity • Socio-economic status • Culture • Family composition • Religion • Age • Home language <p>Strategies to promote home-centre partnerships must include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Responding promptly to families' questions and concerns • Requesting for information on children's temperament, interests, health issues and care-giving preferences • Encouraging families to update information of any event that may affect the child • Sharing with families the highlights of their child's day and keeping them informed of issues or incidents that may have arisen in the course of the day • Discussing the child's developmental milestones • Encouraging families to provide resources to support programme and curriculum <p>Modes of communication that facilitate effective partnerships may include, but are not limited to:</p> <ul style="list-style-type: none"> • Programme handbook • Orientation and parent-teacher meetings • Bulletin boards and newsletters • Social events, forums and parent education programmes • Daily communications through journals, emails, text messages, phone calls • Videotaping, photographs, e-portfolios • Informal dialogue • Home visits

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Skill Code	ECC-CFC-2002-1.1	Skill Category	Collaborating with Families and Community
		Skill Sub-Category <i>(where applicable)</i>	Family and Community Partnerships
Skill	Engage in Partnerships and Collaborations with Community Stakeholders		
Skill Description	This skill describes the ability to engage in partnerships and collaborations with community stakeholders to benefit children and families. It also includes leveraging community stakeholders and resources, understanding the benefits of such a collaboration, providing opportunities for children to observe and/or participate in community events as well as communicating effectively with stakeholders while maintaining professionalism, confidentiality and positive work attitudes.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance and benefits of leveraging community stakeholders and resources • Community stakeholders available that can provide assistance to children and families • Community resources available that can benefit children and families 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify and tap on community stakeholders and resources to benefit children and families • Suggest relevant community resources to support families and children • Provide opportunities for children to observe and/or participate in community events 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate positive work and professional attitudes when collaborating with various stakeholders • Communicate effectively with various stakeholders • Maintain confidentiality and professionalism in communications with various stakeholders 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A		

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Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Community stakeholders available that can provide assistance to children and families may include, but are not limited to: <ul style="list-style-type: none">• Health Promotion Board (HPB)• Public Utilities Board (PUB)• National Library Board (NLB)• Ministry of Social and Family Development (MSF)• Community Development Councils (CDCs)
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Skill Code	ECC-BPC-2001-1.1	Skill Category	Building Professional Capacity
		Skill Sub-Category <i>(where applicable)</i>	Professional Mastery
Skill	Engage in Continuous Learning and Reflective Practice (Infant/Toddler Educarer, Beginning Educarer)		
Skill Description	This skill describes the ability to engage in various modes of continuing professional development to hone competence in teaching and learning and in engaging young children and families. It includes identifying learning needs, demonstrating commitment to acquiring and maintaining professional knowledge and engaging in reflective practice. It also includes seeking constructive feedback, sharing information and knowledge obtained as well as engaging in open and honest communication with colleagues.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance of continuous learning and reflective practice • Modes of continuing professional development • Methods of reflective practice 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify learning needs to improve care and teaching practice • Demonstrate commitment to acquiring and maintaining professional knowledge and to continuing professional development • Participate in various modes of continuing professional development to hone competence for engaging young children and families • Engage in reflective practice to improve care-giving and teaching practice 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Share information and knowledge obtained from participation in formal professional development activities with colleagues 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Have open and honest communication with colleagues • Acknowledge sources in the transfer of knowledge to others 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on professional practice • Seek constructive feedback to improve care-giving and teaching practice • Keep up-to-date records of participation in continuing professional development activities
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Modes of continuing professional development may include, but are not limited to:</p> <ul style="list-style-type: none"> • Conferences, seminars, courses, workshops (including centre-based professional development activities) • Sharing sessions and briefings • Structured on-the-job training, e.g. mentoring and observations • Work attachments • Study trips and learning journeys • Induction programmes • E-learning or web-based learning • Professional readings • Learning communities • Action Research <p>Methods of reflective practice may include, but are not limited to:</p> <ul style="list-style-type: none"> • Keeping records or journals • Sharing observations • Peer review • Evaluating observations of children <p>Reflection on professional practice may include, but is not limited to:</p> <ul style="list-style-type: none"> • Effectiveness of care and teaching practice • Observation and documentation of children's learning • Effectiveness of the learning environment in providing learning opportunities that are aligned to learning outcomes • Engagement and partnerships with families and community <p>Sources to acknowledge in the transfer of knowledge to others may include, but are not limited to:</p> <ul style="list-style-type: none"> • Websites • Journals • Books

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 <i>(where applicable)</i>	
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 <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"> • 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 <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate conscientiousness and trustworthiness to complete given tasks according to organisational standards 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Present self with confidence and show flexibility in responding to changes at the workplace 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • 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 <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Recognise 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 		

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

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Skill Code	ECC-BPC-2002-1.1	Skill Category	Building Professional Capacity
		Skill Sub-Category <i>(where applicable)</i>	Professional Values and Ethics
Skill	Commit to Uphold the Professionalism of the ECCE Sector		
Skill Description	This skill describes the ability to work professionally and ethically with children, families and colleagues. It includes demonstrating understanding and awareness of the core values central to the AECES Code of Ethics, and accepting responsibility for own actions and decisions. It also includes maintaining professional boundaries in building relationships with children, family, and colleagues.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Ethical standards as outlined by various National and International documents • The core values central to the AECES Code of Ethics • Expectations for ethical conduct and professional integrity in early childhood settings • Ethical dilemmas or issues pertaining to the care of children 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the core values central to the AECES Code of Ethics through behaviours and actions in the early childhood setting • Be accountable for own actions and decisions, and accept responsibility for them • Engage children, families and colleagues in a professional manner • Maintain professional boundaries in building relationships with children and families 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work professionally and ethically with children, families and colleagues • Demonstrate awareness of the AECES Code of Ethics 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Learn the value of ethics and professionalism from a role model 		

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<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>National and International documents may include, but are not limited to:</p> <ul style="list-style-type: none"> • AECES Code of Ethics • United Nations Convention on the Rights of the Child and General Comment No. 7 <p>The core values central to the AECES Code of Ethics are:</p> <ul style="list-style-type: none"> • Being responsible in giving every child the best possible start and a happy childhood • Caring with a heart and demonstrating sound knowledge of child development • Respecting the bond between child and family within the contexts of culture, community and society • Working with integrity to gain trust and support of the child, family and community • Fostering resilience with a strong support system in the face of challenges • Building positive relationships to promote harmony in a multi-racial society based on mutual trust and respect regardless of age, socio-economic status, ability, gender, race, language or religion
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**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
INFANT/TODDLER EDUCARER, BEGINNING EDUCARER**

Skill Code	ECC-BOC-2001-1.1	Skill Category	Building Organisational Capacity
		Skill Sub-Category <i>(where applicable)</i>	Teamwork and Collaboration
Skill	Collaborate with Colleagues to Foster Positive Workplace Relations (Infant/Toddler Educarer, Beginning Educarer)		
Skill Description	This skill describes the ability to contribute to positive workplace relationships through understanding different working styles, respecting and being open to diverse input and ideas, and applying appropriate communication strategies.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance of positive workplace relations • The importance of building trust within the team • Roles and responsibilities of self in relation to colleagues within the organisation • Interpersonal communication strategies • Characteristics of collaborative working relationships • How to build collaborative relationships with colleagues • How to work together in a team 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Be aware of different working styles • Establish and maintain collaborative and productive workplace relationships • Apply knowledge of interpersonal communication strategies 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Respect and welcome diverse input and ideas from colleagues 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A		

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<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Interpersonal communication strategies may include, but are not limited to:</p> <ul style="list-style-type: none"> • Awareness of body language • Reframing, paraphrasing and reflecting • Active listening • Conveying mutual trust and respect <p>Roles and responsibilities of self in relation to colleagues within the organisation may include, but are not limited to:</p> <ul style="list-style-type: none"> • Understanding of group dynamics • Alignment to centre vision, mission and values • Understanding how one’s role fits into the centre’s strategic plans <p>How to build collaborative relationships with colleagues may include, but are not limited to:</p> <ul style="list-style-type: none"> • Interpersonal communication skills • Intrapersonal communication skills • Understanding and respecting different working styles • Active participation in meetings, projects and decision-making platforms <p>Establish and maintain collaborative and productive workplace relationships may include, but are not limited to:</p> <ul style="list-style-type: none"> • Treating colleagues with consideration, respect and empathy • Providing positive feedback to colleagues • Open, honest and effective communication with colleagues
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Remarks:

This Skill Standard should be referenced together with:

- **ES-IP-101G-1** Communicate and Relate Effectively at the Workplace

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
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Skill Code	ES-IP-101G-1	Skill Category	People and Relationship Management
		Sub-Skill Category <i>(where applicable)</i>	
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 <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"> • 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 <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"> • 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 <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"> • Work towards achieving a win-win outcome in assessing mutually acceptable solutions 		
Social Intelligence and Ethics <i>It refers to the ability to</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Use appropriate communication techniques that consider social and 		

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<p><i>use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>cultural differences to clarify and respond to information received</p> <ul style="list-style-type: none"> • 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
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on communication techniques to learn from weaknesses
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

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Skill Code	ECC-BOC-2002-1.1	Skill Category	Building Organisational Capacity
		Skill Sub-Category <i>(where applicable)</i>	Visioning and Planning
Skill	Demonstrate Understanding of the Centre's Vision, Mission and Values (Infant/Toddler Educarer, Beginning Educarer)		
Skill Description	This skill describes the ability to articulate and align daily practices to centre's vision, mission and values. It also includes understanding the importance of professional ethics, and developing a core set of beliefs and values as an early childhood educator that is aligned to the centre's vision, mission and values.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	The ability to understand: <ul style="list-style-type: none"> • 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 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: <ul style="list-style-type: none"> • Articulate the rationale behind the vision, mission and values of the centre • Align daily practice to the centre's vision, mission and values 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> • Understand the importance of maintaining professional ethics to uphold the centre's vision, mission and values • 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 <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"> • Participate in discussions during periodic review of the centre's vision, mission and values 		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A		

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Version Control

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

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Annex 1

Definition of ECCE Skill Category

<p>1. Developing the Child Holistically This category focuses on the holistic development of children through programme development. This would include having a sound understanding of child development theories, pedagogy, the learning environment, interactions and relationships, as well as health, safety and nutrition.</p> <p>2. Collaborating with Families and the Community This category focuses on establishing and sustaining strong partnerships with families and community stakeholders.</p> <p>3. Building Professional Capacity This category focuses on the importance of life-long learning and taking ownership of one's professional growth and development for the purpose of strengthening children's learning and development.</p> <p>4. Building Organisational Capacity This category focuses on enhancing capabilities as well as aligning systems and structures within centres to realise centres' goals and vision.</p>

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.