

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

**Occupation: Lead Teacher**

**Occupation Description:**

The Lead Teacher provides leadership for the development of teaching and learning practices at the centre. Steeped in knowledge on the latest developments in pedagogy, the Lead Teacher mentors Senior Pre-school Teachers and provides leadership in designing and implementing a holistic curriculum. Working with the Centre Leader, He/She fosters a culture of continuous learning and professionalism, and develops and leads teachers in partnerships and sustained collaboration with stakeholders.

**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  
LEAD TEACHER**

The skills expected of the Lead Teacher are summarised as below:

Skills Category*	Skills
<b>Developing the Child Holistically</b>	<p><b><u>Curriculum &amp; Pedagogy</u></b>  <b>ECC-DCH-6001-1.1</b> Drive the Design, Implementation and Evaluation of Teaching and Learning Approaches (Lead Teacher)</p> <p><b>ECC-DCH-6002-1.1</b> Inspire a Love for Learning through Leading the Design of Curricula and Programmes at the Centre (Lead Teacher)</p> <p><b>ECC-DCH-6003-1.1</b> Lead in Integrating the Core Values of Early Childhood Education within Curricula and Programmes at the Centre (Lead Teacher)</p> <p><b><u>Learning Environment</u></b>  <b>ECC-DCH-6004-1.1</b> Work with the Centre Leader to Establish Quality Learning Environments to Support Learning of Children</p> <p><b><u>Interactions &amp; Relationships</u></b>  <b>ECC-DCH-6005-1.1</b> Mentor Staff to Enhance Caring, Trusting and Respectful Relationships with Children (Lead Teacher)</p> <p><b><u>Health, Safety &amp; Nutrition</u></b>  <b>ECC-DCH-6006-1.1</b> Establish Policies and Processes on Appropriate Course of Action for the Protection of Children (Lead Teacher)</p> <p><b>ECC-DCH-6007-1.1</b> Advocate for a Safe and Healthy Environment within the Centre (Lead Teacher)</p>
	<p><b><u>Family &amp; Community Partnerships</u></b>  <b>ECC-CFC-6001-1.1</b> Lead in Developing Strategies to Establish Partnerships with Families (Lead Teacher)</p> <p><b>ECC-CFC-6002-1.1</b> Establish a Centre-wide Culture of Professional Collaboration with Community Stakeholders (Lead Teacher)  <i>(The Lead LSEd* will also establish collaborations with multi-disciplinary stakeholders.)</i></p>
	<p><b><u>Professional Mastery</u></b>  <b>ECC-BPC-6001-1.1</b> Establish a Culture of Continuous Learning (Lead Teacher)</p> <p><b>LPM-DEV-401C-0</b> Develop Team Leaders Through Capability Development and Coaching</p> <p><b>ECC-BPC-6002-1.1</b> Develop Professional Expertise of Self and Centre Staff</p>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

Skills Category*	Skills
	<p><b>ECC-BPC-6003-1.1</b> Develop Senior Pre-school Teachers as Mentors to Teachers in Their Professional Learning and Development</p> <p><b><u>Professional Values &amp; Ethics</u></b></p> <p><b>ECC-BPC-6004-1.1</b> Establish a Culture of Professionalism (Lead Teacher)</p>
<b>Building Organisational Capacity</b>	<p><b><u>Teamwork &amp; Collaboration</u></b></p> <p><b>ECC-BOC-6001-1.1</b> Establish a Culture of Collaboration within the Centre (Lead Teacher)</p> <p><b>ES-IP-401G-1</b> Lead Workplace Communication and Engagement</p> <p><b><u>Visioning &amp; Planning</u></b></p> <p><b>ECC-BOC-6002-1.1</b> Ensure the Alignment of the Curriculum and Teaching and Learning Approaches with Centre's Mission and Vision</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  
LEAD TEACHER**

<b>Skill Code</b>	ECC-DCH-6001-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Curriculum & Pedagogy
<b>Skill</b>	<b>Drive the Design, Implementation and Evaluation of Teaching and Learning Approaches (Lead Teacher)</b>		
<b>Skill Description</b>	The skill describes the ability to implement, review and adapt teaching and learning approaches based on current research and key trends in child development, teaching and learning and curriculum leadership in ECCE. It also includes applying strategies to drive successful implementation of teaching and learning approaches, as well as reflecting on the effectiveness of these strategies. It also includes designing a robust evaluation process to review teaching and learning approaches.		
<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 drive successful implementation of teaching and learning approaches</li> <li>• Different methodologies to analyse and evaluate teaching and learning approaches</li> <li>• Current research and key trends in child development, teaching and learning, curriculum leadership in early childhood care and education</li> <li>• Professional knowledge and skills of staff</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>• Lead Senior Pre-school Teachers and Pre-school Teachers in aligning the teaching and learning approaches to the centre's strategic goals, drawing on relevant current research and key trends</li> <li>• Design a robust evaluation process to review teaching and learning approaches, in collaboration with Centre Leader</li> <li>• Work with Centre Leader and staff to stage changes</li> <li>• Communicate with parents on changes in teaching and learning 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>• Collaborate with Centre Leader to create a culture that encourages and supports continuous development in teaching and learning</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>	<ul style="list-style-type: none"> <li>• Drive collaborations among colleagues to enhance quality of teaching and learning through innovative 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</i>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Reflect on effectiveness of strategies to drive successful implementation of teaching and learning approaches</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**LEAD TEACHER**

<p><i>work.</i></p> <p><b>Range of Application</b>          (where applicable)  <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Strategies to drive successful implementation of teaching and learning approaches may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Having clear goals</li> <li>• Communicating strategic plans and work plans to colleagues through various means</li> <li>• Planning how colleagues can take on different roles in implementation</li> <li>• Creating space for feedback to be given and received</li> <li>• Facilitating reflective practice</li> </ul> <p>Different methodologies to analyse and evaluate teaching and learning approaches may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Receiving feedback from children and families</li> <li>• Evaluating effectiveness of teaching and learning approaches in the centre and attainment of learning outcomes</li> <li>• Reviewing teaching and learning approaches through team discussions or with leader and mentor</li> </ul> <p>A culture that encourages and supports continuous development in teaching and learning may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Valuing suggestions for improvements</li> <li>• Valuing teamwork</li> <li>• Teachers feeling comfortable to have conversations with colleagues about their work</li> <li>• Seeking help as not being seen as a weakness</li> <li>• Focusing of efforts on the purpose and process as much as the outcomes</li> </ul>
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**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<b>Skill Code</b>	ECC-DCH-6002-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Curriculum & Pedagogy
<b>Skill</b>	<b>Inspire a Love for Learning Through Leading the Design of Curricula and Programmes at the Centre (Lead Teacher)</b>		
<b>Skill Description</b>	This skill describes the ability to collaborate with Centre Leader to lead the design of curricula and programmes aligned to the goals and objectives of the centre. It also includes establishing coherence in plans, and reflecting on the effectiveness of leadership in designing and contextualising centre-wide curricula and programmes. It also includes establishing structures for continuous enhancement of curricula and programmes, role modelling a love for learning, sharing strategies to engage and motivate children, and cultivating reflective thinking amongst colleagues to improve centre's curricula and programmes.		
<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>• Learning styles and developmental needs of children in the centre</li> <li>• The goals and objectives of centre's curricula and programmes</li> <li>• The role of teacher leadership in designing centre-wide curricula and programmes that would facilitate purposeful engagement of learning</li> <li>• Curricula and programme design and its components</li> <li>• Strategies to lead in the design of curricula and programmes</li> <li>• Indicators of effective curricula and programmes</li> <li>• Features of coherence in plans for centre-wide curricula and programmes</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>• Collaborate with Centre Leader to lead in designing centre-wide curricula and programmes aligned to the goals and objectives of the centre, taking into account children's learning styles and developmental needs</li> <li>• Collaborate with Centre Leader to establish coherence in plans for centre-wide curricula and programmes</li> <li>• Collaborate with Centre Leader to establish structures for continuous review and enhancement of curricula and programmes</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>• Contextualise centre-wide curricula and programmes based on relevant current research and key trends</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>• Role model a love for learning</li> <li>• Share strategies to engage and motivate children</li> <li>• Facilitate the sharing of strategies amongst teachers to engage and motivate children</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**LEAD TEACHER**

<p><i>ethics.</i></p> <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 effectiveness of leadership in designing centre-wide curricula and programmes</li> <li>• Cultivate reflective thinking amongst colleagues to improve centre's curricula and programmes</li> </ul>
<p><b>Range of Application</b>            (where applicable)  <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Curricula and programme design and its components may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Understanding the child</li> <li>• Developmental domains</li> <li>• The importance of play</li> <li>• The role of the teacher</li> <li>• Planning for curriculum integration</li> <li>• Differentiation and Inclusion</li> </ul> <p>Structures for continuous enhancement of curricula and programmes may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Regular reviews of curricula and programmes</li> <li>• Monitoring of curricula and programmes</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 goals and appropriate assessments</li> </ul> <p>Features of coherence in plans for centre-wide curricula and programmes may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Coherence between curricula and programmes and centre goals</li> <li>• Coherence between curricula and programmes and needs of children</li> <li>• Coherence between pedagogies and intended learning outcomes</li> <li>• Coherence between staff professional development and curricula needs</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<b>Skill Code</b>	ECC-DCH-6003-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Curriculum & Pedagogy
<b>Skill</b>	<b>Lead in Integrating the Core Values of Early Childhood Education within Curricula and Programmes of the Centre (Lead Teacher)</b>		
<b>Skill Description</b>	This skill describes the ability to collaborate with Centre Leader to determine educational goals and focus for values education, and establish a systematic and comprehensive structure for the provision and integration of values education into centre-wide curricula and programmes, based on core values of early childhood education. It also includes inspiring staff to uphold and integrate the core values of early childhood education into teaching and learning approaches. It also includes designing and implementing, as well as leading in pedagogical innovation to enhance the design and delivery of values-driven curricula and programmes within the centre.		
<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>• Core values of early childhood education (as outlined in the relevant curriculum frameworks utilised in Singapore)</li> <li>• Strategies to design and implement centre-wide curricula and programmes that inculcate the core values of early childhood education</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>• Articulate core values of early childhood education and share it with colleagues</li> <li>• Determine educational goals and focus for values education, in collaboration with the Centre Leader</li> <li>• Collaborate with Centre Leader to establish a systematic and comprehensive centre-based structure and framework for the provision and integration of values education into centre-wide curricula and programmes</li> <li>• Design and implement centre-wide curricula and programmes that inculcate the core values of early childhood 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>• Lead in pedagogical innovation to enhance the design and delivery of values-driven curricula and programmes</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>• Inspire staff to uphold and integrate the core values of early childhood education into teaching and learning approaches</li> </ul>		



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**SKILLS STANDARDS FOR**  
**LEAD TEACHER**

<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> (where applicable) <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  
LEAD TEACHER**

<b>Skill Code</b>	ECC-DCH-6004-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Learning Environment
<b>Skill</b>	<b>Work with the Centre Leader to Establish Quality Learning Environments to Support Learning of Children</b>		
<b>Skill Description</b>	This skill describes the ability to work with the Centre Leader to develop systemic and strategic long-term plans to review and improve the quality of the learning environment, aligned to centre's philosophy, vision, mission and values. It also includes facilitating professional dialogues with colleagues to analyse, review and enhance centre-wide strategies for quality classroom learning environments.		
<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>• Process of planning and developing centre-wide strategies</li> <li>• The role of the leader in driving the planning, development and implementation of strategies for quality learning environments</li> <li>• Strategies to guide colleagues in managing quality learning environments</li> <li>• Current research and key trends on quality early childhood learning environments</li> <li>• Elements of an effective and high quality learning environment</li> <li>• The impact that teachers' learning can have on children's learning</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 a culture that focuses on values learning (including learning through play or playful learning)</li> <li>• Develop systemic and strategic long-term plans to review and improve the quality of the learning environment, aligned to centre's teaching and learning philosophy, vision, mission and values</li> <li>• Analyse, review and enhance centre-wide strategies for quality 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>	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>• Facilitate professional dialogues with colleagues to analyse and enhance classroom learning environments</li> </ul>		
<b>Learning to Learn</b> <i>It refers to the ability to develop and improve one's self within and</i>	N/A		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<i>outside of one's area of work.</i>	
<b>Range of Application</b> (where applicable) <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>A quality learning environment include the physical, temporal and interactional learning environments.</p> <p>Process of planning and developing centre-wide strategies must include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• The role modelling of learning</li> <li>• The facilitation of teachers' learning</li> <li>• The observation and assessment of how each learning environment is being utilised</li> <li>• Discussions with centre leader, management and various stakeholders to gain feedback on the learning environment</li> <li>• Ensuring alignment of learning environment to centre's vision, mission and values</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<b>Skill Code</b>	ECC-DCH-6005-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Interactions & Relationships
<b>Skill</b>	<b>Mentor Staff to Enhance Caring, Trusting and Respectful Relationships with Children (Lead Teacher)</b>		
<b>Skill Description</b>	This skill describes the ability to establish structures to facilitate and support teachers in their efforts to enhance interactions and build caring, respectful and trusting relationships with children. It also includes refining practice through innovative solutions to enhance relationships with children leading in building positive relationships with colleagues, developing sensibilities to detect tensions among staff and between adults and children, and reviewing own practice through the mentoring relationship.		
<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 shared values and how these guide daily behaviours, including the interactions with the children</li> <li>• The range of indicators of positive interactions and relationships</li> <li>• Mentoring strategies</li> <li>• Current research, key trends and best practices for interactions and relationships with children</li> <li>• Structures to facilitate interactions and the building of caring, respectful and trusting relationships with children</li> <li>• Factors that contribute to the fostering of positive interactions as well as caring, trusting and respectful relationships with 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>• Model caring, respectful and trusting relationships and positive interactions with children</li> <li>• Establish structures to facilitate interactions and build caring, respectful and trusting relationships with children, based on relevant current research, key trends and best practices</li> <li>• Support teachers in their efforts to improve and enhance interactions and relationships with children</li> <li>• Develop sensibilities to detect tensions among staff and signs of less than positive interactions and relationships between adults and children</li> <li>• Develop structures to facilitate reflective practice</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 practice through innovative solutions to enhance relationships with children</li> </ul>		
<b>Social Intelligence</b>	The ability to:		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<p><b>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>	<ul style="list-style-type: none"> <li>• Model and inspire the establishment of caring, respectful and trusting relationships and positive interactions with children</li> <li>• Lead in building caring, respectful and trusting relationships with colleagues, guided by professional code of ethics (e.g. AECES Code of Ethics)</li> </ul>
<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>• Review own practice through the mentoring relationship</li> </ul>
<p><b>Range of Application</b> (where applicable) <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Structures to facilitate interactions and the building of caring, respectful and trusting relationships with children may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Setting aside time for teachers to interact with children, including circle time</li> <li>• Integration of interaction between children and teachers during routine care</li> </ul> <p>Indicators of positive interactions and relationships may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Teachers responding promptly, appropriately and consistently to the needs of each child</li> <li>• Teachers displaying respect for diversity in children's behavioural styles, culture, language and religion</li> <li>• Teachers utilising positive guidance techniques to acknowledge and affirm each child's personal efforts</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**LEAD TEACHER**

<b>Skill Code</b>	ECC-DCH-6006-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Health, Safety & Nutrition
<b>Skill</b>	<b>Establish Policies and Processes on Appropriate Course of Action for the Protection of Children (Lead Teacher)</b>		
<b>Skill Description</b>	This skill describes the ability to collaborate with the Centre Leader to monitor, evaluate and improve centre policies and processes to protect and support children experiencing emotional stress, abuse or neglect. It also includes establishing a framework for the identification and reporting of suspected child abuse or neglect, supporting teachers to take appropriate course of action and advocating for the interest of the child through communication with families and community stakeholders.		
<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>Guidelines, policies and regulations with regard to the protection of children</li> <li>Centre policies and processes for the appropriate course of action to protect and support children experiencing emotional stress, abuse, or neglect</li> <li>Implications of child abuse and neglect</li> <li>The process, including agencies to be involved, for referrals of cases of child abuse and/or neglect</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>Collaborate with Centre Leader to establish policies and processes to protect and support children experiencing emotional stress, abuse or neglect</li> <li>Monitor, evaluate and improve centre policies and processes on the appropriate courses of action to protect and support children experiencing emotional stress, abuse or neglect</li> <li>Collaborate with Centre Leader to establish a framework for the identification and reporting of suspected child abuse or neglect</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>Support teachers to take appropriate course of action</li> <li>Advocate for the interest of the child through communication with families and community stakeholders</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<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>Guidelines and regulations on the protection of the individual child must include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Child Care Centres Act (for Child Care Centres)</li> <li>• Education Act (for Kindergartens)</li> <li>• Early Childhood Development Centres Bill</li> <li>• National Standards for Protection of Children (Ministry of Social and Family Development)</li> <li>• Responding to Child Abuse and Neglect (Ministry of Health)</li> <li>• United Nations Convention on the Rights of the Child</li> </ul> <p>Policies and the processes must include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Ensuring that confidentiality is maintained at all times</li> <li>• Ensuring that all staff are alert and aware of signs of emotional stress, abuse or neglect in children</li> <li>• Ensuring that appropriate staff are equipped to communicate with children facing emotional stress, abuse or neglect</li> <li>• Ensuring that all staff understand the meaning of the protection of the individual child, and the different ways in which children can be harmed</li> <li>• Ensuring that all staff are familiar and updated regularly on child protection issues and procedures, including action for the abuse of a child within the centre and procedures for recording and reporting</li> <li>• Informing families and relevant authorities of practices and situations which violate the safety and well-being of children</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**LEAD TEACHER**

<b>Skill Code</b>	ECC-DCH-6007-1.1	<b>Skill Category</b>	Developing the Child Holistically
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Health, Safety & Nutrition
<b>Skill</b>	<b>Advocate for a Safe and Healthy Environment within the Centre (Lead Teacher)</b>		
<b>Skill Description</b>	This skill describes the ability to engage Centre Leaders and Senior Pre-school Teachers in periodic review and dialogues on the current health and safety guidelines used within a cluster of centres. It also includes disseminating optimal health and safety guidelines across centres, supporting the Centre Leader to ensure proper execution of procedures for illnesses, accidents and emergencies, and monitoring, reviewing, synthesising and evaluating the effectiveness of health and safety guidelines used in different centres in the cluster.		
<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 ensuring a safe and healthy environment within the centre and cluster</li> <li>• Differences in physical environments of centres that can lead to varying procedures for illnesses, accidents and emergencies</li> <li>• Current research and key trends on health, safety, nutritional and hygiene standards and procedures</li> <li>• How to collaborate with Centre Leader to develop strategies to advocate for a safe and healthy environment within the centre</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>• Review and synthesise health and safety guidelines used in different centres</li> <li>• Disseminate optimal health and safety guidelines across centres in a cluster</li> <li>• Monitor and evaluate the effectiveness of health, safety, nutritional and hygiene standards and procedures across different centres in the cluster</li> <li>• Collaborate with Centre Leaders in periodic review of health and safety guidelines, based on feedback given by colleagues</li> <li>• Engage in discussions with Centre Leader on the current health and safety guidelines used across different centres</li> <li>• Engage in professional dialogues with Senior Pre-school Teachers on relevant current research and key trends on health and safety standards and 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>	The ability to:		



**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<p><i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<ul style="list-style-type: none"> <li>• Support Centre Leader to ensure proper execution of procedures for illnesses, accidents and emergencies</li> </ul>
<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> (where applicable) <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  
LEAD TEACHER**

<b>Skill Code</b>	ECC-CFC-6001-1.1	<b>Skill Category</b>	Collaborating with Families and Community
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Family & Community Partnerships
<b>Skill</b>	<b>Lead in Developing Strategies to Establish Partnerships with Families (Lead Teacher)</b>		
<b>Skill Description</b>	This skill describes the ability to lead in nurturing a climate of care, respect and trust between staff and families, developing strategies to communicate the centre's vision, mission, and values, and facilitating platforms to build trusting relationships. It also includes establishing policies to ensure confidentiality, leading in developing and implementing centre-wide plans for collaborations and advocating for resources, programmes and collaborations that engage families as active partners.		
<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 role of leadership in establishing partnerships with families</li> <li>• Characteristics of partnerships with families</li> <li>• The benefits of developing strategies to establish partnerships with families</li> <li>• Strategies to establish partnerships with families</li> <li>• Various platforms for collaboration between families and centres</li> <li>• Policies to ensure confidentiality of families</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>• Communicate centre's vision, mission, and values to families</li> <li>• Nurture a climate of care, respect and trust, through open and sensitive communication and consultation between staff and families, where families are valued as active partners</li> <li>• Facilitate ongoing communication between staff and families for the exchange of useful information between staff and families</li> <li>• Provide platforms for staff and families to build trusting relationships</li> <li>• Establish policies to ensure confidentiality of families</li> <li>• Lead in developing and implementing centre-wide plans for collaborations amongst families for the benefit of children's development both in the centre and at home</li> <li>• Advocate for resources, programmes and collaborations that engage 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>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Explore innovative strategies in establishing partnerships with families</li> </ul>		
<b>Social Intelligence and Ethics</b> <i>It refers to the ability to use affective factors in leadership, relationship and diversity</i>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Model professionalism when working with families</li> <li>• Facilitate the development of effective communication skills among staff for interaction with families</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<i>management guided by professional codes of ethics.</i>	
<b>Learning to Learn</b> It refers to the ability to develop and improve one's self within and outside of one's area of work.	N/A
<b>Range of Application</b> (where applicable) <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Characteristics of partnerships with families may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Open and respectful communications</li> <li>• Clarity with regard to roles and responsibilities</li> </ul> <p>The benefits of developing strategies to establish partnerships with families may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Consistency and continuity of care and development</li> <li>• Building strong relationships with children and their families</li> <li>• Greater support from parents</li> </ul> <p>Strategies to establish partnerships with families may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Providing suitable platforms and resources to engage families</li> <li>• Establishing an active parent support group</li> <li>• Involving families in providing input on centre activities to meet the different learning needs of the children</li> <li>• Actively seeking and considering feedback and inputs from families for programme planning and centre improvement</li> </ul> <p>Policies to ensure confidentiality of families may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Adherence to the Personal Data Protection Act</li> <li>• Consent from families to utilise information for the benefit of the child</li> <li>• Discretion for educators to share information for the benefit and protection of the child</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<b>Skill Code</b>	ECC-CFC-6002-1.1	<b>Skill Category</b>	Collaborating with Families and Community
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Family & Community Partnerships
<b>Skill</b>	<b>Establish a Centre-wide Culture of Professional Collaboration with Community Stakeholders (Lead Teacher)</b>		
<b>Skill Description</b>	<p>This skill describes the ability to establish a centre-wide culture of professional collaboration with community stakeholders by creating a culture of respect and trust, collaborating with Centre Leader to develop policies to ensure confidentiality of children and families. It also includes leading with the Centre Leader in developing and implementing centre-wide plans for collaborations and establishing strategic and sustained partnerships with the community for the benefit of children and families. It also includes communicating effectively with community stakeholders, and building and sustaining mutually-beneficial relationships with the community.</p> <p><i>Lead LSEd* will also establish collaborations with multi-disciplinary stakeholders.</i></p>		
<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 role of leadership in establishing professional collaborations with the community</li> <li>• The benefits of establishing professional collaborations with the community</li> <li>• Strategies to establish professional collaborations with the community and other professionals</li> <li>• Various platforms for collaboration between the centre and community stakeholders</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 a culture of respect and trust, where the community is valued as an active partner</li> <li>• Collaborate with Centre Leader to develop policies to ensure confidentiality of children and their families</li> <li>• Lead, with the Centre Leader, in developing and implementing centre-wide plans for collaborations that engage the community</li> <li>• Establish strategic and sustained partnerships with the community</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</i>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with community stakeholders</li> <li>• Build and sustain mutually-beneficial relationships with the community</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<i>leadership, relationship and diversity management guided by professional codes of 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>	N/A
<b>Range of Application</b> <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Strategies to establish professional collaboration with the community may include, but are not limited to: <ul style="list-style-type: none"> <li>• Leveraging on community resources</li> <li>• Working with stakeholders to access information, resources and support from the community and other professional organisations</li> <li>• Establishing mechanisms and platforms that promote feedback and ongoing communication between centre and community stakeholders</li> </ul>

*\*Skills for Lead Learning Support Educators (LSEs) will be updated in this Skill Standard at a later stage.*

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<b>Skill Code</b>	ECC-BPC-6001-1.1	<b>Skill Category</b>	Building Professional Capacity
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Professional Mastery
<b>Skill</b>	<b>Establish a Culture of Continuous Learning (Lead Teacher)</b>		
<b>Skill Description</b>	This skill describes the ability to establish a culture of continuous learning through guiding, mentoring, and providing resources to colleagues to support their professional development plans. It also includes initiating and facilitating centre-wide programmes to encourage inquiry and innovation in the classroom and professional and networked learning communities, modelling personal continuous learning and professional development, and collaborating with colleagues to enhance professional development structures.		
<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 role of leadership in driving the design and implementation of professional development plans</li> <li>• Importance of role modelling by the leader, and the participation and promotion of staff learning by the Lead Teacher</li> <li>• Strategies to establish a culture of continuous learning</li> <li>• The importance of staff conversations to facilitate the exchange of good practices within the centre</li> <li>• Components of a staff professional development framework and plan</li> <li>• Methods and procedures to design, implement and review the staff professional development framework and plan</li> <li>• Effective practices advocated and adopted by leaders in the field</li> <li>• Current research and key trends on effective curriculum leadership and professional 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 professional expertise in guiding and mentoring colleagues</li> <li>• Provide guidance and resources to support colleagues in planning and implementing professional development plans</li> <li>• Collaborate with Centre Leader to enhance professional development structures based on relevant current research and key trends on effective curriculum leadership and professional development</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 centre-wide programmes to encourage inquiry and innovation in the classroom</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>• Consult the Senior Pre-school Teacher and Centre Leader to facilitate the identification of gaps between the current and desired culture of continuous learning in the centre</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**LEAD TEACHER**

<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>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Initiate and facilitate professional and networked learning communities within the centre</li> <li>• Model continuous learning by sharing personal professional development plan with colleagues</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>Components of a professional development framework and plan may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Provisions for learning opportunities (e.g. through daily reflections, action research, practitioner inquiry)</li> <li>• Learning needs analysis</li> <li>• Learning roadmap</li> <li>• Professional development plan</li> <li>• Pre and post course reflections</li> <li>• Mentoring structure</li> </ul> <p>Strategies to establish a culture of continuous learning must include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Building trust</li> <li>• Communicating effectively</li> <li>• Allowing for feedback and reflection</li> <li>• Supporting an open climate for exchange of ideas and learning</li> </ul> <p>Structures to encourage a culture of continuous learning may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Setting learning goals for all staff</li> <li>• Recognition of completion of learning milestones</li> <li>• Ensuring accessibility of learning</li> <li>• Assessing progress of learning</li> <li>• Setting aside protected time for professional development and staff professional conversations</li> </ul>

Remarks:

This Skill Standard should be referenced together with:

- **SSL-DEV-4001-1** Develop Team Leaders Through Capability Development and Coaching

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<b>Skill Code</b>	LPM-DEV-401C-0	<b>Skill Category</b>	Leadership and People Development
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	
<b>Skill</b>	<b>Develop Team Leaders Through Capability Development and Coaching</b>		
<b>Skill Description</b>	This skill describes the ability to identify team leaders' skill requirements and facilitate their learning opportunities to enhance performance. It also includes coaching of team leaders to help them develop their skills and gain confidence.		
<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>• Legal and ethical considerations relating to the management of capability development</li> <li>• Organisational policies and procedures relating to capability development</li> <li>• Relevant professional or industry codes of practice and standards relating to management of capability development as a manager of a department or cross functional team</li> <li>• Implications and impact of coaching and mentoring activities on the individuals participating in the process</li> <li>• Models and methods of training needs analysis</li> <li>• Market trends and developments on new and emerging skill requirements, and 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>• Review organisational strategies and business plans to identify impact on team competency requirements</li> <li>• Review current skills of team leaders using appropriate methods and tools to identify skills requirements</li> <li>• Work with team leaders to establish their learning priorities and learning and development plans</li> <li>• Identify learning and development opportunities and provide resources and support to facilitate the development of team leader skills</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>• Review capability development approach for team leaders to identify areas for improvement</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>• Provide coaching to team leaders to enhance their role performance, taking into consideration their emotional states</li> </ul>		
<b>Learning to Learn</b> <i>It refers to the ability to</i>	<p>The ability to:</p>		



**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<i>develop and improve one's self within and outside of one's area of work.</i>	<ul style="list-style-type: none"> <li>• Review coaching outcomes against coaching goals to identify areas for improvement in the coaching process</li> <li>• Improve own coaching skills by subscribing to diverse learning channels and participating in peer discussion platforms to enhance workplace performance</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  
LEAD TEACHER**

<b>Skill Code</b>	ECC-BPC-6002-1.1	<b>Skill Category</b>	Building Professional Capacity
		<b>Sub-Skill Category</b>	Professional Mastery
<b>Skill</b>	<b>Develop Professional Expertise of Self and Centre Staff</b>		
<b>Skill Description</b>	This skill describes the ability to develop centre-wide strategies to deepen the knowledge, skills, dispositions, and expertise in specialised fields in teachers to enhance teaching and learning that contributes towards building an effective organisation. It also includes the ability to coach and lead colleagues to implement curricula and programmes in specialised fields.		
<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 mentor teachers to deepen their skills</li> <li>• Different elements of instructional capacity</li> <li>• Knowledge, skills and dispositions that contribute towards building the centre into an effective organisation</li> <li>• Deep level knowledge in at least one selected specialised field</li> <li>• Strategies to design programmes in a specialised field</li> <li>• Strategies to guide and lead colleagues in the implementation of programmes in a specialised field</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>• Develop centre-wide strategies with the Centre Leader to deepen the knowledge, skills and dispositions of teachers to enhance teaching and learning, and contribute towards building the centre into an effective organisation</li> <li>• Develop knowledge and skills in a specialised field</li> <li>• Design programmes in a specialised field</li> <li>• Coach and lead colleagues in the implementation of curricula and programmes in a specialised field</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>	N/A		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<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>Different elements of instructional capacity may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• General pedagogical knowledge</li> <li>• Content specific pedagogical knowledge</li> <li>• Curriculum knowledge</li> <li>• Knowledge of learners</li> </ul> <p>Knowledge, skills and dispositions that contribute towards building the centre into an effective organisation may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Shared visions, norms of collaboration, norms of instruction and a sense of collective responsibility for the children’s learning and care</li> <li>• Conceptual skills</li> <li>• Problem-solving skills</li> <li>• Communication skills</li> </ul> <p>Fields of specialisation may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Pedagogy and Active Learning</li> <li>• Music and Movement</li> <li>• Motor Skills and Physical Development</li> <li>• Mother Tongue Languages</li> <li>• Mentoring and Coaching</li> <li>• Documentation and Assessment</li> <li>• Early Childhood Learning Support</li> </ul>
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**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<b>Skill Code</b>	ECC-BPC-6003-1.1	<b>Skill Category</b>	Building Professional Capacity
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Professional Mastery
<b>Skill</b>	<b>Develop Senior Pre-school Teachers as Mentors to Teachers in Their Professional Learning and Development</b>		
<b>Skill Description</b>	This skill describes the ability to model exemplary skills and lead Senior Pre-school Teachers in creating and evaluating resources for application within and beyond the centre, and providing opportunities for them to assume new responsibilities. It also includes conducting regular review of teaching and learning programmes and resources, leading the development of professional development policies for colleagues, and initiating a collaborative relationship to expand the professional development opportunities for 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 leading professional learning</li> <li>• Strategies to sustain continuous learning and reflective practice amongst pre-school teachers</li> <li>• Strategies for effective communication</li> <li>• The importance of demonstrating exemplary practice and high expectations to Senior Pre-school Teachers</li> <li>• Strategies to collaborate with Senior Pre-school Teachers to reflect and evaluate effectiveness of existing teaching and learning programmes</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>• Model exemplary skills and lead Senior Pre-school Teachers in selecting, creating and evaluating resources for application by teachers within or beyond the centre</li> <li>• Provide opportunities for Senior Pre-school Teachers to assume new responsibilities</li> <li>• Conduct regular reviews of teaching and learning programmes in the centre using multiple sources of evidence</li> <li>• Plan and lead the development of professional learning policies and programmes that address the professional learning needs of Senior Pre-school Teachers and colleagues</li> <li>• Initiate collaborative relationships to expand professional learning opportunities and provide quality opportunities for professional development of Senior Pre-school Teachers</li> <li>• Implement professional dialogues within the centre or learning networks that are informed by feedback, analysis of relevant current research and practice</li> <li>• Lead Senior Pre-school Teachers to develop learning and teaching programmes using comprehensive knowledge of curriculum, assessment and reporting requirements</li> </ul>		
<b>Innovation and Value Creation</b> <i>It refers to the ability to</i>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Create collaborative learning opportunities and platforms for Senior</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<p><i>generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i></p>	<p>Pre-school Teachers across different centres</p> <ul style="list-style-type: none"> <li>• Promote creative and innovative thinking among colleagues</li> </ul>
<p><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>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Share personal experiences on top of instructional support to support the development of Senior Pre-school Teachers</li> <li>• Inspire Senior Pre-school Teachers to improve their own professional practice</li> <li>• Model exemplary ethical behaviour and exercise informed judgements in all professional dealings</li> </ul>
<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>• Model commitment to continuous learning and professional development</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>Sources of evidence used to conduct regular review of teaching and learning programmes may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Documentation from observation of children</li> <li>• Curriculum documents</li> <li>• Teaching practices</li> <li>• Feedback from parents and carers and colleagues</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<b>Skill Code</b>	ECC-BPC-6004-1.1	<b>Skill Category</b>	Building Professional Capacity
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Professional Values & Ethics
<b>Skill</b>	<b>Establish a Culture of Professionalism (Lead Teacher)</b>		
<b>Skill Description</b>	This skill describes the ability to establish a culture of professionalism by translating values and philosophy into daily practice, and leading and modelling practices and appropriate behaviour that promote professionalism and personal integrity. It also includes creating regular platforms for colleagues to critically reflect on current research and key trends, as well as ethical challenges faced.		
<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 role of leadership in establishing a culture of professionalism</li> <li>• The foundations of culture building</li> <li>• Strategies to establish a culture of professionalism</li> <li>• The importance of translating values and philosophy into daily practice in order to establish a culture of professionalism</li> <li>• Practices that promote professional and personal integrity</li> <li>• Current research and key trends on professionalism, values and ethical behaviour, and how it applies to the early childhood setting</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>• Take reference from the AECES Code of Ethics and other national and international documents to support centre in establishing a culture of professionalism</li> <li>• Collaborate with Centre Leader to identify and address potential ethical challenges</li> <li>• Create regular platforms to discuss potential ethical challenges with colleagues</li> <li>• Model practices and appropriate behaviour that promote professional and personal integrity</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>• Initiate discussions and critical reflection on relevant current research and key trends, as well as ethical challenges faced by colleagues and centre</li> <li>• Share relevant knowledge and experiences with colleagues</li> </ul>		
<b>Learning to Learn</b> <i>It refers to the ability to develop and improve</i>	N/A		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<p><i>one's self within and outside of one's area of work.</i></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 foundations of culture building must include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Centre's values</li> <li>• Centre's philosophy</li> </ul> <p>National and International documents may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• AECES Code of Ethics</li> <li>• United Nations Convention on the Rights of the Child and General Comment No. 7</li> </ul> <p>Strategies to establish a culture of professionalism may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Motivating colleagues to take on individual responsibility in their work, including interactions with children, families and the community</li> <li>• Encouraging colleagues to set professional boundaries</li> <li>• Ensuring colleagues have an in-depth understanding of how professionalism can be demonstrated, taking into account the centre's vision, mission and values</li> </ul> <p>Practices that promote professional and personal integrity may include:</p> <ul style="list-style-type: none"> <li>• Establishing positive centre practices</li> <li>• Role modelling appropriate behaviour and attitude for colleagues</li> <li>• Valuing the knowledge and experience of each colleague</li> <li>• Creating a non-threatening work environment</li> </ul>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<b>Skill Code</b>	ECC-BOC-6001-1.1	<b>Skill Category</b>	Building Organisational Capacity
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Teamwork & Collaboration
<b>Skill</b>	<b>Establish a Culture of Collaboration within the Centre (Lead Teacher)</b>		
<b>Skill Description</b>	This skill describes the ability, to work in partnership with the Centre Leader, to establish structures that will facilitate collaboration through teamwork, respect for differing views, and open and honest 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>• Characteristics of a collaborative culture</li> <li>• The value of a culture of collaboration</li> <li>• The role of leadership in establishing teamwork and collaboration within the centre as part of organisational building</li> <li>• Structures and processes that facilitate collaborations among colleagues</li> <li>• Strategies to shape and nurture a culture of collaboration</li> <li>• Leadership behaviours that nurture or hinder the development of teamwork</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>• Collaborate with Centre Leader to establish structures that facilitate collaborations among colleagues, to ensure a positive experience for teachers</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 inputs and ideas from colleagues</li> <li>• Encourage teamwork</li> <li>• Encourage open and honest communication with colleagues</li> <li>• Lead in building relationships with colleagues, guided by the professional code of 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>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Provide platforms for colleagues to reflect on their collaboration and facilitate these reflections where appropriate</li> </ul>		
<b>Range of Application</b> <i>(where applicable)</i>	Characteristics of a collaborative culture may include, but are not limited to:		



**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<p><i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></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</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 is not limited to:</p> <ul style="list-style-type: none"> <li>• Shared ownership</li> <li>• Commitment to the implementation of change efforts</li> <li>• Robust solutions to problems</li> </ul> <p>Structures and processes that facilitate collaboration among colleagues may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Dedicated time and space</li> <li>• Role-modelling</li> <li>• Team teaching</li> <li>• Peer observation</li> <li>• Collaborative decision-making and planning of staff development activities</li> <li>• Platforms for professional sharing</li> </ul> <p>Strategies to shape and nurture a culture of collaboration may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Defining clear roles and responsibilities of every team member</li> <li>• Planning, and scheduling opportunities for collaboration</li> <li>• Building trust and rapport</li> <li>• Leveraging on strengths of team members to achieve common goals</li> <li>• Identifying issues that hamper team effectiveness and leading the team to overcome them</li> <li>• Building skills and confidence</li> </ul>
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Remarks:

This Skill Standard should be referenced together with:

- **ES-IP-401G-1** Lead Workplace Communication and Engagement

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<b>Skill Code</b>	ES-IP-401G-1	<b>Skill Category</b>	Interpersonal
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	
<b>Skill</b>	<b>Lead Workplace Communication and Engagement</b>		
<b>Skill Description</b>	This skill describes the ability to lead workplace communication through the implementation of communication strategies and mechanisms. It also includes using negotiation strategies to achieve organisational goals and win-win outcomes.		
<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>• Communication strategies, tools and methods associated with the various communication mechanisms to meet organisational goals and objectives and their features</li> <li>• Types and dimensions of organisational culture and their characteristics</li> <li>• Dimensions of conflict or dispute</li> <li>• Desired goals to be achieved as a outcome of negotiation</li> <li>• Motivations, priorities, interests and inclinations of stakeholders involved in a negotiation</li> <li>• Importance of considering cultural factors and various diversity issues that affect the communication in a negotiation process</li> <li>• Factors affecting the prioritising of goals and evaluation of possible trade-offs</li> <li>• Steps to develop relevant details and supporting arguments for negotiation</li> <li>• Negotiation styles and tactics for countering other party's style and their characteristics</li> <li>• Sources of power, conflict and obstacles to a successful negotiation and their implication in a negotiation</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 research on best practices in workplace communication, evaluate their suitability for adoption and establish benchmarks for the organisation</li> <li>• Develop communications plan to implement communication strategies and mechanisms to meet organisational goals and objectives</li> <li>• Evaluate employees' level of acceptance of organisation's vision, mission and core values and take corrective actions where needed</li> <li>• Evaluate effectiveness of communication strategies and mechanisms and implementation plan according to criteria set</li> <li>• Establish the actual causes of conflict or dispute and plan for negotiation taking into account organisational goals and objectives</li> <li>• Assess negotiation situation and develop negotiation strategies taking into consideration diversity issues</li> <li>• Evaluate negotiation process and delegate appropriate follow-up actions in a timely manner based on accurate and objective analytical techniques</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**LEAD TEACHER**

<p><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>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>Evaluate gaps and barriers in workplace communication based on determined benchmarks and establish communication strategies and mechanisms that meet organisational goals and objectives</li> </ul>
<p><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>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>Use communication strategies to influence organisational culture and motivate employees to commit to the organisation's vision, mission and core values</li> <li>Conduct negotiation to achieve organisational goals and win-win outcomes by applying negotiation strategies and effective communication skills</li> </ul>
<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 gaps in own communication and negotiation style to make adjustments for future interactions</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  
LEAD TEACHER**

<b>Skill Code</b>	ECC-BOC-6002-1.1	<b>Skill Category</b>	Building Organisational Capacity
		<b>Sub-Skill Category</b> <i>(if applicable)</i>	Visioning & Planning
<b>Skill</b>	<b>Ensure the Alignment of the Curriculum and Teaching and Learning Approaches with Centre’s Mission and Vision</b>		
<b>Skill Description</b>	This skill describes the ability to collaborate with the Centre Leader to determine the centre’s direction and align the centre’s curriculum and teaching and learning approaches to the centre’s vision, mission and strategic thrusts. It also includes periodically reviewing the centre’s strategic thrusts to ensure clarity of understanding and alignment to the VMV.		
<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 interdependent relationship between centre’s mission and vision, and teachers’ philosophy of early childhood education</li> <li>• How the centre’s vision and goals can be achieved by the established strategic thrusts</li> <li>• The importance of aligning the curriculum and teaching and learning approaches to centre’s strategic thrusts</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>• Collaborate with Centre Leaders to determine centre’s direction and how to align teachers’ philosophy to the centre’s vision, mission and strategic thrusts</li> <li>• Conduct periodic review on centre’s strategic thrusts based on feedback gathered from colleagues</li> <li>• Ensure clarity and understanding of the centre’s strategic thrusts by colleagues</li> <li>• Collaborate with colleagues within the centre to align teaching and learning approaches to centre’s strategic thrusts</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</i>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Collaborate with other Lead Teachers to understand the alignment of teaching and learning approaches to different centres’ strategic thrusts</li> </ul>		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
LEAD TEACHER**

<i>work.</i>	
<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  
LEAD TEACHER**

**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  
LEAD TEACHER**

**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>
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**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.