

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
PINNACLE LEADER**

**Occupation: Pinnacle Leader**

**Occupation Description:**

The Pinnacle Leader is a transformational leader who works with ECDA to uplift the quality and image of the ECCE sector. He/She is an advocate of the vision, mission and values of the ECCE sector. He/She drives pedagogical excellence and fosters strategic partnerships within the ECCE fraternity and the wider community. He/She is a proponent of continuous learning and reflective practice, and role models how to establish a culture of continuous learning and research in teaching and learning. The Pinnacle Leader also serves as advisor and mentor to educators and leads in fostering a culture of collaboration and professionalism among educators.

**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 Pinnacle Leader are summarised below:

| Skill Category*                                  | Skills   |
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| <b>Developing the Child Holistically</b>         | <p><b>ECC-DCH-8001-1.1</b> Advocate the Systematic Design and Continuous Review of Curricula and Programmes</p> <p><b>ECC-DCH-8002-1.1</b> Mentor Leaders in the Implementation of Quality Teaching and Learning Approaches</p> <p><b>ECC-DCH-8003-1.1</b> Collaborate with leaders to establish a culture of care, respect and trust</p>  |
| <b>Collaborating with Families and Community</b> | <p><b>ECC-CFC-8001-1.1</b> Mentor Leaders within Clusters in the Development of Frameworks for Collaboration with Families and Community Stakeholders</p> <p><b>ECC-CFC-8002-1.1</b> Forge Strategic Partnerships with Local and International Organisations for the Benefit of the Sector</p> <p><b>LPM-RLT-601C-0</b> Establish Organisational Relationships and Lead Organisational Diversity</p> <p><b>LPM-PER-601C-0</b> Develop Self to Maintain Professional Competence to Lead an Organisation</p> |
| <b>Building Professional Capacity</b>            | <p><b>ECC-BPC-8001-1.1</b> Mentor Leaders to Foster a Culture of Continuous Learning</p> <p><b>LPM-DEV-601C-0</b> Lead Organisational Succession Planning, Capability Development and Employee Engagement</p> <p><b>ECC-BPC-8002-1.1</b> Champion Professional Development Initiatives</p>   |
| <b>Building Sectoral Capacity</b>                | <p><b>ECC-BSC-8001-1.1</b> Advocate the Vision, Mission, Values and Philosophy of the Early Childhood Sector</p> <p><b>ECC-BSC-8002-1.1</b> Inspire Innovation and Progress within the Sector</p> <p><b>LPM-CHG-601C-0</b> Facilitate Innovation and Lead Change at the Organisational Level</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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| <b>Skill Code</b>  | ECC-DCH-8001-1.1  | <b>Skill Category</b>                                  | Developing the Child Holistically |
|  |   | <b>Sub-Skill Category</b><br><i>(where applicable)</i> |                                   |
| <b>Skill</b>   | <b>Advocate the Systematic Design and Continuous Review of Curricula and Programmes</b>   |  |                                   |
| <b>Skill Description</b>   | This skill describes the ability to advocate key strategies in the systematic design and evaluation of curricula and programmes. It involves working with ECDA to role model and create platforms to mentor Centre Leaders on the systematic design, review and evaluation of curricula and programmes. It also includes fostering a culture of sharing, collaboration, reflective practice and research in relation to curricula and programme design, review and evaluation.                              |  |                                   |
| <b>Knowledge and Analysis</b><br><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 spearheading the design of curricula and programmes</li> <li>• Systematic curriculum and programme design, and on-going review of curricula and programmes</li> <li>• Strategies in the systematic design of curricula and programmes</li> <li>• Strategies to advocate change</li> <li>• Strategies to evaluate the effectiveness of curricula and programmes</li> </ul>                              |  |                                   |
| <b>Application and Adaptation</b><br><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>• Work with ECDA to create platforms for mentoring Centre Leaders</li> <li>• Advocate key strategies in the systematic design of curricula and programmes</li> <li>• Role model the systematic design and on-going review by working with ECDA on sector-level curricula and programmes</li> <li>• Mentor Centre Leaders on the systematic design, review and evaluation of curricula and programmes, and instructional leadership</li> </ul> |  |                                   |
| <b>Innovation and Value Creation</b><br><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>• Promote and facilitate innovation with regard to the design of curricula and programmes</li> <li>• Foster a culture of reflective practice and research in teaching and learning at sector level</li> <li>• Foster a culture of sharing and collaboration to facilitate cross-fertilisation of ideas</li> </ul>   |  |                                   |
| <b>Social Intelligence and Ethics</b><br><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>• Apply knowledge on social dynamics in the ECCE sector to facilitate conversations on curricula and programme design, review and evaluation</li> <li>• Role model professional ethics in relation to curricula and programme design, review and evaluation</li> </ul>  |  |                                   |
| <b>Learning to Learn</b><br><i>It refers to the ability to develop and improve one's self within and outside of one's area of</i>  | <ul style="list-style-type: none"> <li>• Role model continuing professional development and demonstrate the ability to learn with other educators at every opportunity</li> </ul>   |  |                                   |

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| <p><i>work.</i></p> <p><b>Range of Application</b><br/><i>(where applicable)</i><br/><i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p> | <p>Advocating key strategies in the systematic design of curricula and programmes may be through, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Facilitating Continuing Professional Development (CPD) courses or professional/networked learning communities organised by ECDA</li> <li>• Developing sector-level learning resources for early childhood educators</li> <li>• Mentoring Centre Leaders on the systematic design, review and evaluation of curricula and programmes</li> </ul> |
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| <b>Skill Code</b>   | ECC-DCH-8002-1.1   | <b>Skill Category</b>                                  | Developing the Child Holistically |
|   |  | <b>Sub-Skill Category</b><br><i>(where applicable)</i> |                                   |
| <b>Skill</b>  | <b>Mentor Leaders in the Implementation of Quality Teaching and Learning Approaches</b>  |  |                                   |
| <b>Skill Description</b>  | This skill describes the ability to mentor Leaders in the implementation of quality teaching and learning approaches. It involves working with ECDA to promote innovation in teaching and learning, identify skill areas to be enhanced, and assist in developing plans to promote these skills. It also involves mentoring Centre Leaders on the application of relevant Curriculum Frameworks utilised in Singapore, the implementation of good practices to meet centre goals and designing a robust evaluation process to review teaching and learning approaches. It also includes role modelling professional ethics and continuing professional development, distilling learning from innovation and change to benefit the ECCE sector, facilitating conversations, and fostering a culture of reflective practice and research in teaching and learning. |  |                                   |
| <b>Knowledge and Analysis</b><br><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 works of key researchers and scholars associated with teaching and learning for children from birth to age 8</li> <li>• The relevant curriculum frameworks utilised in Singapore</li> <li>• Current research and key trends in child development, teaching and learning, early childhood education pedagogy, and curriculum leadership in early childhood care and education</li> <li>• The role of leaders in driving implementation of quality teaching and learning approaches</li> <li>• Change management theories</li> <li>• Theory and principles of mentoring</li> </ul>  |  |                                   |
| <b>Application and Adaptation</b><br><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>• Work with ECDA to create platforms for: <ul style="list-style-type: none"> <li>○ Advocating and demonstrating good practices in teaching and learning</li> <li>○ Mentoring Centre Leaders</li> </ul> </li> <li>• Mentor Centre Leaders in: <ul style="list-style-type: none"> <li>○ The application of relevant curriculum frameworks utilised in Singapore</li> <li>○ The implementation of good practices in teaching and learning to meet centre goals</li> <li>○ Designing a robust evaluation process to review teaching and learning approaches</li> </ul> </li> </ul>   |  |                                   |
| <b>Innovation and Value Creation</b><br><i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to</i>                    | <p>The ability to:</p> <ul style="list-style-type: none"> <li>• Work with ECDA to: <ul style="list-style-type: none"> <li>○ Promote innovation in teaching and learning practices</li> <li>○ Distil learning from innovation and change to benefit the sector</li> <li>○ Foster a culture of reflective practice and research in teaching and learning</li> </ul> </li> </ul>  |  |                                   |

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| <i>organisational goals.</i>  | <ul style="list-style-type: none"> <li>○ Identify skill areas that should be promoted and enhanced, and assist in developing plans to promote these skills</li> </ul>  |
| <p><b>Social Intelligence and Ethics</b><br/> <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>● Apply knowledge on social dynamics in the sector to facilitate conversations on teaching and learning</li> <li>● Role model professional ethics in relation to teaching and learning</li> </ul>  |
| <p><b>Learning to Learn</b><br/> <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>● Role model continuing professional learning and demonstrate the ability to learn with other educators at every opportunity.</li> </ul>   |
| <p><b>Range of Application</b><br/> <i>(where applicable)</i><br/> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>                                  | <p>Advocating and demonstrating good practices in teaching and learning may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>● Presenting at sector-wide events</li> <li>● Mentoring and coaching the Senior Lead Teachers and Senior Centre Leaders</li> <li>● Facilitation/co-facilitation of courses</li> </ul> |

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| Skill Code  | ECC-DCH-8003-1.1   | Skill Category | Developing the Child Holistically |
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|   | Sub-Skill Category<br><i>(where applicable)</i>  |                |                                   |
| Skill   | <b>Collaborate with Leaders to Establish a Culture of Care, Respect and Trust</b>  |                |                                   |
| Skill Description   | This skill describes the ability to apply knowledge on social dynamics to facilitate conversations and advocate key strategies with Centre Leaders to build and sustain a culture of care, respect and trust. It involves collaborating with ECDA to establish platforms for conversations, promote professional sharing, highlight good practices among educators, distil learning and foster a culture of reflective practice and research. It also includes role modelling professional ethics and continuing professional development, and mentoring Centre Leaders in establishing a culture of care, respect and trust.  |                |                                   |
| Knowledge and Analysis<br><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>• Benefits of having an established culture of care, respect and trust</li> <li>• Factors that shape organisational culture</li> <li>• Strategies for facilitating conversations with Leaders from different pre-school organisations</li> <li>• Strategies for building and sustaining a culture of care, respect and trust</li> <li>• Primary concerns of staff at all levels</li> </ul>  |                |                                   |
| Application and Adaptation<br><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>• Work with ECDA to: <ul style="list-style-type: none"> <li>○ Establish platforms for conversations on centre and sector culture</li> <li>○ Promote professional sharing on how to nurture a culture of care, respect and trust</li> <li>○ Highlight good practices among educators across centres</li> </ul> </li> <li>• Model care, respect and trust through professional interactions with colleagues</li> <li>• Mentor Leaders to establish a culture of care, respect of trust</li> <li>• Advocate key strategies for building a culture of care, respect and trust</li> <li>• Mentor Centre Leaders on how to build a culture of care, respect and trust</li> </ul> |                |                                   |
| Innovation and Value Creation<br><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> | <ul style="list-style-type: none"> <li>• Initiate platforms in collaboration with ECDA to have professional exchange, and work synergistically</li> <li>• Work with ECDA to: <ul style="list-style-type: none"> <li>○ Distil learning points in building a culture of care, respect and trust to benefit the sector</li> <li>○ Foster a culture of reflective practice and research in teaching and learning at sector-level</li> </ul> </li> </ul>  |                |                                   |
| Social Intelligence and Ethics<br><i>It refers to the ability to use affective factors in leadership, relationship and diversity</i>  | <ul style="list-style-type: none"> <li>• Role model professional ethics associated with care, respect and trust</li> <li>• Apply knowledge on social dynamics in the sector to facilitate conversations on culture that the sector should promote</li> </ul>   |                |                                   |

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| <i>management guided by professional codes of ethics.</i>   |   |
| <b>Learning to Learn</b><br><i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>               | <ul style="list-style-type: none"> <li>• Role model continuing professional development and demonstrate the ability to learn with other educators at every opportunity</li> </ul>   |
| <b>Range of Application</b><br><i>(where applicable)<br/>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i> | <p>Advocating key strategies for building a culture of care, respect and trust may be through, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Facilitating continuing professional development courses or professional/networked learning communities organised by ECDA</li> <li>• Role modelling the practices that promote care, respect and trust</li> </ul> <p>Mentoring Centre Leaders on how to build a culture of care, respect and trust may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• How to facilitate generative conversations</li> <li>• How to build a shared vision</li> <li>• How to foster shared meanings and experiences</li> <li>• How to surface staff concerns</li> <li>• How to use the Code of Ethics</li> </ul> |



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| <b>Skill Code</b>  | ECC-CFC-8001-1.1  | <b>Skill Category</b>                                  | Collaborating with Families and Community |
|  |   | <b>Sub-Skill Category</b><br><i>(where applicable)</i> |   |
| <b>Skill</b>   | <b>Mentor Leaders within Clusters in the Development of Frameworks for Collaboration with Families and Community Stakeholders</b>   |  |   |
| <b>Skill Description</b>   | This skill describes the ability, in collaboration with ECDA, to guide centres in creating opportunities to engage families and stakeholders at cluster and/or sector level, initiate platforms for sharing good practices and distil learning on home-centre-community partnerships. It also includes modelling good practices and continuing professional development and the application of knowledge on social dynamics to facilitate meaningful and purposeful conversations on home-centre-community partnerships.  |  |   |
| <b>Knowledge and Analysis</b><br><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 interests of different stakeholder groups</li> <li>• Theories related to child development in a social context</li> <li>• Strategies to develop and sustain home-centre-community partnerships, based on the principles, rationale and objectives of a home-centre-community partnership framework</li> </ul>  |  |   |
| <b>Application and Adaptation</b><br><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>• Work with ECDA to: <ul style="list-style-type: none"> <li>○ Provide consultancy to centres on the design, implementation and evaluation of cluster-wide plans for home-centre-community partnerships</li> <li>○ Guide and support centres in creating opportunities for stakeholders' involvement in programmes and activities at the cluster and/or sector level</li> <li>○ Advocate the provision of resources, programmes and collaborations that engage families and community stakeholders</li> <li>○ Guide centres in developing their capability in outreach to families through development of centre resources, as well as tapping on available resources and services from the community</li> </ul> </li> </ul> |  |   |
| <b>Innovation and Value Creation</b><br><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>• Work with ECDA to: <ul style="list-style-type: none"> <li>○ Distil learning on home-centre-community partnerships</li> <li>○ Initiate platforms for sharing good practices in home-centre-community partnerships</li> <li>○ Promote reflective practice while developing and sustaining home-centre-community partnerships</li> </ul> </li> </ul>   |  |   |
| <b>Social Intelligence and Ethics</b><br><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>• Role model good practices in home-centre-community partnerships</li> <li>• Apply knowledge on different stakeholders' social dynamics to facilitate conversations on home-centre-community partnerships</li> </ul>   |  |   |

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| <p><b>Learning to Learn</b><br/><i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>               | <ul style="list-style-type: none"> <li>• Role model continuing professional learning, and demonstrate the ability to learn, with other educators at every opportunity</li> </ul>   |
| <p><b>Range of Application</b><br/><i>(where applicable)<br/>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p> | <p>Theories related to child development in a social context must include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner's Bioecological Model of Development</li> </ul> <p>Objectives of a home-centre-community partnership framework may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Encouraging centres to develop collaborative partnerships with families and community</li> <li>• Raising awareness of the factors and processes that may promote or hinder centres from achieving their desired outcomes</li> <li>• Helping centres create links between their collaborative activities with their vision, mission and values</li> <li>• Providing points of reference to guide centres along the collaborative journey</li> <li>• Guiding centres in the evaluation of their collaborative journey</li> <li>• Guiding centres in the implementation of new measures, based on evaluations of their collaborative journeys</li> </ul> <p>Components of a home-centre-community partnership framework may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• A vision for improved partnerships between the centres, families and community stakeholders</li> <li>• A set of principles to guide centres in developing collaborative partnerships with families and community stakeholders</li> <li>• Key dimensions of home-centre-community partnerships</li> <li>• A set of strategies providing practical guidance to centres in implementing and fostering home-centre-community partnerships</li> </ul> <p>Key dimensions of effective home-centre-community partnerships may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Continuity of learning</li> <li>• The role of the family as primary educators</li> <li>• Consultative decision-making</li> <li>• Collaboration beyond the centre</li> <li>• Families and community stakeholders' involvement</li> </ul> |

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| Skill Code  | ECC-CFC-8002-1.1  | Skill Category                                  | Collaborating with Families and Community |
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|   |   | Sub-Skill Category<br><i>(where applicable)</i> |   |
| Skill   | <b>Forge Strategic Partnerships with Local and International Organisations for the Benefit of the Sector</b>  |   |   |
| Skill Description   | The skill describes the ability to identify, establish and evaluate local and international partnerships with ECCE-related organisations, in collaboration with ECDA, to uplift the quality and image of the ECCE sector. It also includes distilling learning from the partnerships, initiating platforms to share learning, upholding the AECES Code of Ethics, and applying knowledge on social dynamics when interacting with the partners. |   |   |
| Knowledge and Analysis<br><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 interests of various local and international ECCE-related organisations and the strategic roles each can play in the development of the ECCE sector in Singapore</li> <li>• Strategies to forge partnerships with local and international organisations</li> </ul>   |   |   |
| Application and Adaptation<br><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>• Work with ECDA to: <ul style="list-style-type: none"> <li>○ Identify local and international ECCE-related organisations to work with</li> <li>○ Establish networks with local and international organisations to promote and uplift the quality and image of the sector</li> <li>○ Evaluate these partnerships at regular intervals</li> </ul> </li> </ul>                      |   |   |
| Innovation and Value Creation<br><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>• Work with ECDA to: <ul style="list-style-type: none"> <li>○ Distil learning from partnerships with local and international ECCE organisations</li> <li>○ Initiate platforms to share learning</li> </ul> </li> </ul>  |   |   |
| Social Intelligence and Ethics<br><i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>           | <p>The ability to:</p> <ul style="list-style-type: none"> <li>• Uphold the AECES Code of Ethics in interactions with members of local and international ECCE organisations</li> <li>• Apply knowledge on social dynamics when working with local and international ECCE organisations</li> </ul>  |   |   |
| Learning to Learn<br><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>• Role model continuing professional learning and demonstrate the ability to learn from local and international ECCE organisations</li> </ul>   |   |   |
| Range of Application<br><i>(where applicable)</i><br><i>It refers to the critical circumstances and</i>   | <p>Establishing strategic networks with local and international organisations to promote and uplift the quality and image of the sector may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Collaboration with Institutes of Higher Learning (local and</li> </ul>   |   |   |

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| <i>contexts that the skill may be demonstrated.</i> | international) to research on and enhance teaching and learning approaches in Singapore <ul style="list-style-type: none"><li>• Presenting, sharing and conducting workshops for the sector at local and international platforms</li></ul> |
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Remarks:

This Skill Standard should be referenced together with:

- **LPM-RLT-601C-0** Establish Organisational Relationships and Lead Organisational Diversity
- **LPM-PER-601C-0** Develop Self to Maintain Professional Competence to Lead an Organisation

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| Skill Code  | LPM-RLT-601C-0   | Skill Category | Interpersonal |
|---|--|----------------|---------------|
|   | Sub-Skill Category<br><i>(where applicable)</i>  |                |               |
| Skill   | <b>Establish Organisational Relationships and Lead Organisational Diversity</b>  |                |               |
| Skill Description   | The skill describes the ability to create and foster strong organisational relationships to provide strategic value to the organisation. It also includes developing strategic leadership networks, creating a diverse and cooperative work environment and supporting team building initiatives.  |                |               |
| Knowledge and Analysis<br><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 organisational participation in networking and opportunities for collaboration, and workplace diversity</li> <li>• Organisational policies and procedures relating to business networking, organisational diversity and team building</li> <li>• Relevant professional or industry codes of practice and standards relating to business networking and team building</li> <li>• The implication and impact of strategies to encourage diversity on employees and the organisation</li> <li>• Relevant local, regional and international networks</li> <li>• Common barriers to developing a diverse and cooperative workplace</li> <li>• Team dynamics and group behaviours</li> </ul> |                |               |
| Application and Adaptation<br><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>• Identify and prioritise networks which may provide strategic value to the organisation or the individual to facilitate networking decisions</li> <li>• Identify and review the constraints that may affect participation in networks to develop appropriate responses</li> <li>• Pursue collaborative opportunities to support mutually beneficial outcomes</li> <li>• Lead the development of strategies to support diversity and cooperation at all levels of the organisation</li> <li>• Communicate expectations of cross cultural awareness throughout organisation to promote organisational diversity</li> <li>• Encourage and support senior management to build stronger teams across the organisation</li> </ul>                     |                |               |
| Innovation and Value Creation<br><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>• Identify innovative approaches to support team building</li> </ul>   |                |               |
| Social Intelligence and Ethics<br><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>• Manage relationships to achieve cross-cultural cooperation and positive outcomes for individuals, teams and the organisation</li> <li>• Adjust interpersonal style and respond appropriately to emotional</li> </ul>   |                |               |

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
PINNACLE LEADER**

|   |   |
|---|---|
| <i>management guided by professional codes of ethics.</i>   | <p>cues when interacting with others to meet the requirements of the social and cultural business context</p> <ul style="list-style-type: none"> <li>• Participate in team building activities with senior management team to develop instrumental relationships required to lead the organisation</li> </ul> |
| <b>Learning to Learn</b><br><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>• Keep abreast of organisational diversity management practices by subscribing to diverse learning channels and participating in peer discussion platforms to enhance own knowledge for workplace application</li> </ul>                        |
| <b>Range of Application</b><br><i>(where applicable)<br/>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  
PINNACLE LEADER**

| Skill Code   | LPM-PER-601C-0   | Skill Category                                  | People and Relationship Management |
|--|--|---|------------------------------------|
|  |  | Sub-Skill Category<br><i>(where applicable)</i> |                                    |
| <b>Skill</b>   | <b>Develop Self to Maintain Professional Competence to Lead an Organisation</b>  |   |                                    |
| <b>Skill Description</b>   | The skill describes the ability to lead organisational communications and decision-making as one of the most senior members of an organisation. It also includes influencing stakeholders and maintaining integrity in one's role as a key decision-maker.   |   |                                    |
| <b>Knowledge and Analysis</b><br><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 organisational communications</li> <li>• Relevant professional or industry codes of practice and standards guiding the definition of values and behaviours</li> <li>• The relationship between high level organisational strategies, the development and implementation of business plans and processes at lower levels within the organisation</li> <li>• Implications and impact of organisational communication processes on stakeholders</li> <li>• Implications and impact of decision-making processes on employees and the organisation</li> <li>• Market trends and developments in relation to communication techniques and channels</li> <li>• Underlying issues and trends that may affect stakeholders' decision-making</li> </ul> |   |                                    |
| <b>Application and Adaptation</b><br><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 stakeholders in developing strategic priorities for organisational communications, to achieve organisational objectives</li> <li>• Use appropriate communication channels to promote the organisation</li> <li>• Communicate decisions and ensure they are implemented accordingly, to meet intended business outcomes</li> </ul>   |   |                                    |
| <b>Innovation and Value Creation</b><br><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 effectiveness of organisational communications to identify areas for improvement</li> <li>• Seek and encourage inputs from senior management and technical experts to develop innovative approaches and responses to emerging issues</li> </ul>   |   |                                    |
| <b>Social Intelligence and Ethics</b><br><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>• Lead the communication of organisational strategic priorities, directions and plans to stakeholders to influence and garner their support and buy-in</li> <li>• Maintain integrity of self and organisation throughout decision-making and problem-solving processes to meet requirements on organisational code of conduct</li> </ul>   |   |                                    |

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
PINNACLE LEADER**

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| <p><b>Learning to Learn</b><br/><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>• Maintain awareness of market trends and organisational environment to lead appropriate strategic responses</li> </ul> |
| <p><b>Range of Application</b><br/><i>(where applicable)<br/>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  
PINNACLE LEADER**

| Skill Code  | ECC-BPC-8001-1.1   | Skill Category | Building Professional Capacity |
|---|--|----------------|--------------------------------|
|   | Sub-Skill Category<br><i>(where applicable)</i>  |                |                                |
| Skill   | <b>Mentor Leaders to Foster a Culture of Continuous Learning</b>   |                |                                |
| Skill Description   | This skill describes the ability to facilitate sector-level professional development via various platforms, such as sharing sessions, and professional/networked learning communities. It includes mentoring leaders in the development of professional development frameworks and structures, engaging early childhood educators in professional development, which includes strategies to promote reflective practice. It also includes distilling learning on a culture supportive of continuous learning, understanding dynamics and navigating skilfully to engage leaders, role modelling good practices, and advocating professional development for early childhood educators. |                |                                |
| Knowledge and Analysis<br><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 works of key researchers and scholars associated with teaching and learning for children from birth to age 8</li> <li>• Current research and key trends on ECCE curricula, teaching and learning, and culture building</li> <li>• Adult learning principles and the different modes of professional development</li> <li>• Strategies for building the fraternity of early childhood educators</li> <li>• Collection and use of data and information for planning</li> </ul>  |                |                                |
| Application and Adaptation<br><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>• Work with ECDA to: <ul style="list-style-type: none"> <li>○ Facilitate sharing sessions, professional/networked learning communities or continuous professional development courses for Leaders</li> <li>○ Communicate with Leaders on professional development initiatives</li> </ul> </li> <li>• Mentor Leaders in the development of frameworks and structures to engage early childhood educators in professional development initiatives</li> <li>• Mentor Leaders in strategies to promote reflective practice and continuous learning among colleagues</li> </ul>   |                |                                |
| Innovation and Value Creation<br><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>• Work with ECDA to: <ul style="list-style-type: none"> <li>○ Distil learning on a culture supportive of continuous learning for sharing</li> <li>○ Initiate platforms for sharing good practices in building a culture of continuous learning</li> <li>○ Foster a culture of reflective practice and research in the course of building of a culture of continuous learning</li> </ul> </li> </ul>  |                |                                |

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**PINNACLE LEADER**

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| <p><b>Social Intelligence and Ethics</b><br/> <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>• Understand dynamics and navigate skilfully to engage Leaders from different backgrounds in conversations on building a culture of continuous learning</li> <li>• Role model good practices in building a culture of continuous learning</li> <li>• Advocate professional development among early childhood educators</li> </ul>  |
| <p><b>Learning to Learn</b><br/> <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>• Role model continuous professional learning and demonstrate the ability to learn with other early childhood educators at every opportunity</li> <li>• Practise and disseminate knowledge in local and international publications and/or meetings</li> </ul>  |
| <p><b>Range of Application</b><br/> <i>(where applicable)</i><br/> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>                                  | <p>Strategies for building the fraternity of early childhood educators may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Forming professional/networked learning communities</li> <li>• Sharing of knowledge and information via common platforms</li> <li>• Collaborating with external experts</li> <li>• Mentoring leaders</li> <li>• Encouraging educators to take ownership of their professional development</li> </ul> <p>Communicating with Leaders on professional development initiatives may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Addressing questions on how the initiatives can be helpful through sharing personal experience</li> <li>• Suggesting to Leaders how they can support their teachers involved in the initiatives</li> </ul> |

Remarks:

This Skills Standard should be referenced together with:

- **LPM-DEV-601C-0** Lead organisational succession planning, capability development and employee engagement

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
PINNACLE LEADER**

| Skill Code   | LPM-DEV-601C-0   | Skill Category                                  | Develop People |
|--|--|---|----------------|
|  |  | Sub-Skill Category<br><i>(where applicable)</i> |                |
| <b>Skill</b>   | <b>Lead Organisational Succession Planning, Capability Development and Employee Engagement</b>   |   |                |
| <b>Skill Description</b>   | This skill describes the ability to identify and groom successors, support organisational learning and development and engage employees to develop a strong organisational base.   |   |                |
| <b>Knowledge and Analysis</b><br><i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>             | The ability to understand: <ul style="list-style-type: none"> <li>• Legal and ethical considerations relating to succession planning and organisational learning and development</li> <li>• Organisational policies and procedures relating to succession planning, and organisational learning and development</li> <li>• Relevant professional or industry codes of practice and standards relating to learning and development</li> <li>• Implications and impact on employees and the organisation arising from succession management processes, learning and development processes and engagement activities</li> <li>• The relationship between engagement and performance</li> <li>• Concepts and theories of succession planning and employee engagement</li> <li>• Market trends and developments in relation to succession management, employee engagement and learning and development</li> </ul> |   |                |
| <b>Application and Adaptation</b><br><i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>    | The ability to: <ul style="list-style-type: none"> <li>• Develop a succession management strategy, in consultation with the human resources function and other relevant personnel, to facilitate succession planning</li> <li>• Identify critical roles and feeder positions to provide opportunities to groom successors</li> <li>• Work with managers and identified successors to create and implement development and retention plans</li> <li>• Prioritise learning and development programmes to support employees in the development of their professional, technical and managerial competencies</li> <li>• Empower senior managers to demonstrate independence and responsibility for their personal development</li> <li>• Promote engagement strategies to improve organisational performance</li> </ul>  |   |                |
| <b>Innovation and Value Creation</b><br><i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i> | The ability to: <ul style="list-style-type: none"> <li>• Review the effectiveness of succession management approaches to identify areas for improvement</li> <li>• Consult stakeholders to identify learning and development issues, and review existing learning and development systems and processes, to identify areas for improvement</li> </ul>  |   |                |
| <b>Social Intelligence and Ethics</b><br><i>It refers to the ability to</i>  | The ability to: <ul style="list-style-type: none"> <li>• Assess the organisation's emotional climate towards the learning and development programmes, and exercise organisational awareness in</li> </ul>  |   |                |

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
PINNACLE LEADER**

|   |  |
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| <i>use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>                                   | addressing employees' concerns   |
| <b>Learning to Learn</b><br><i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>                     | The ability to: <ul style="list-style-type: none"> <li>• Keep abreast of succession planning management practices by subscribing to diverse learning channels and participating in peer discussion platforms to enhance own knowledge and performance in managing succession planning</li> </ul> |
| <b>Range of Application</b><br><i>(where applicable)</i><br><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**  
**PINNACLE LEADER**

| Skill Code  | ECC-BPC-8002-1.1  | Skill Category | Building Professional Capacity |
|---|---|----------------|--------------------------------|
|   | Sub-Skill Category<br><i>(where applicable)</i>   |                |                                |
| Skill   | <b>Champion Professional Development Initiatives</b>  |                |                                |
| Skill Description   | This skill describes the ability to champion and conceptualise professional development initiatives, in partnership with ECDA, and establish platforms with Centre Leaders for obtaining feedback on these initiatives. It includes role modelling by participation in ECDA's professional development initiatives, and keeping abreast of the latest research and key trends in professional development.  |                |                                |
| Knowledge and Analysis<br><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 for engaging early childhood educators in professional development initiatives</li> <li>• Strategies for guiding Centre Leaders in engaging colleagues in professional development initiatives</li> <li>• Strategies for directing early childhood educators towards existing professional development resources and platforms</li> <li>• Current research and key trends in early childhood educators' professional development</li> </ul> |                |                                |
| Application and Adaptation<br><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>• Role model by participating in ECDA's professional development initiatives</li> <li>• Work with ECDA to communicate with Centre Leaders on professional development initiatives</li> </ul>  |                |                                |
| Innovation and Value Creation<br><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>• Work with ECDA to: <ul style="list-style-type: none"> <li>○ Establish platforms for gathering input from early childhood educators on areas of professional development needed</li> <li>○ Conceptualise professional development initiatives for early childhood educators</li> </ul> </li> </ul>   |                |                                |
| Social Intelligence and Ethics<br><i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>           | <p>The ability to:</p> <ul style="list-style-type: none"> <li>• Collaborate with ECDA to obtain feedback, formally and informally, from Centre Leaders on professional development initiatives</li> </ul>   |                |                                |
| Learning to Learn<br><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>• Learn about latest research and key trends in educators' professional development by participating in international conferences and exchanges</li> </ul>  |                |                                |
| Range of Application<br><i>(where applicable)</i>   | Communicating with Centre Leaders on professional development initiatives may include, but is not limited to:   |                |                                |

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
PINNACLE LEADER**

|   |   |
|---|---|
| <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i> | <ul style="list-style-type: none"><li>• Addressing questions on how the initiatives can be helpful through using personal experience</li><li>• Suggesting to Centre Leaders how they can support their teachers involved in the initiatives</li></ul> |
|---|---|

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**PINNACLE LEADER**

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|--|--|--|----------------------------|
| <b>Skill Code</b>  | ECC-BSC-8001-1.1   | <b>Skill Category</b>                                  | Building Sectoral Capacity |
|  |  | <b>Sub-Skill Category</b><br><i>(where applicable)</i> |                            |
| <b>Skill</b>   | <b>Advocate the Vision, Mission, Values and Philosophy of the Early Childhood Sector</b>   |  |                            |
| <b>Skill Description</b>   | The skill describes the ability to mentor, guide and lead Centre Leaders in developing, articulating and aligning the centre's focus, direction, strategic plans and processes to the ECCE sector's vision, mission, values and philosophy. It also includes collaborating with ECDA and community partners to share and raise awareness of the vision, mission, values and philosophy of the ECCE sector, understanding its importance and understanding the role of leadership in advocating and reviewing the vision, mission, values and philosophy of the sector.   |  |                            |
| <b>Knowledge and Analysis</b><br><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 advocating the vision, mission, values and philosophy of the ECCE sector</li> <li>• Strategies to establish a shared understanding of sector's vision, mission and values</li> <li>• The importance of early childhood educators developing their personal philosophy of the ECCE sector</li> <li>• The importance of the vision, mission and values remaining relevant and applicable to the ECCE sector</li> <li>• Strategies for reviewing and refining the vision, mission and values of the ECCE sector</li> <li>• Strategies for guiding community partners in understanding the vision, mission, values and philosophy of the ECCE sector</li> </ul> |  |                            |
| <b>Application and Adaptation</b><br><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>• Mentor and guide Centre Leaders as they develop and articulate a philosophy of early childhood professional practice</li> <li>• Lead Centre Leaders in ensuring alignment of the centres' focus, direction, strategic plans and processes to the sector's vision, mission, values and philosophy</li> <li>• Collaborate with community partners in programmes to spread awareness of the vision, mission, values and philosophy of the ECCE sector</li> <li>• Work with ECDA to create platforms for sharing up-to-date information on the development of the early childhood professional practice, both locally and internationally</li> </ul>   |  |                            |
| <b>Innovation and Value Creation</b><br><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><br><i>It refers to the ability to</i>  | N/A  |  |                            |

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
PINNACLE LEADER**

|   |     |
|---|-----|
| <i>use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>                                   |     |
| <b>Learning to Learn</b><br><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><br><i>(where applicable)</i><br><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**  
**PINNACLE LEADER**

|  |   |  |                            |
|--|---|--|----------------------------|
| <b>Skill Code</b>  | ECC-BSC-8002-1.1  | <b>Skill Category</b>                                  | Building Sectoral Capacity |
|  |   | <b>Sub-Skill Category</b><br><i>(where applicable)</i> |                            |
| <b>Skill</b>   | <b>Inspire Innovation and Progress within the Sector</b>  |  |                            |
| <b>Skill Description</b>   | This skill describes the ability to engage centre leaders and community partners in establishing a culture that encourages and supports innovation in teaching and learning. It also includes understanding the role of leadership in inspiring innovation and progress within the ECCE sector, strategies for encouraging risk-taking, facilitating and managing change positively and strategies for facilitating generative conversations.   |  |                            |
| <b>Knowledge and Analysis</b><br><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 changing ECCE landscape in Singapore</li> <li>• The role of leadership in inspiring innovation and progress within the sector</li> <li>• Various challenges faced by the sector in implementing innovative ideas</li> <li>• Strategies for engaging community partners in collaborations with the childcare centres on innovation</li> <li>• Strategies for promoting and influencing support from Centre Leaders to initiate innovation and progress</li> <li>• Strategies for encouraging continual reflection on teaching and learning practices</li> <li>• Strategies for encouraging risk-taking in early childhood educators, with regard to teaching and learning practice</li> <li>• Strategies for facilitating and managing change positively</li> <li>• Strategies for facilitating generative conversations</li> </ul> |  |                            |
| <b>Application and Adaptation</b><br><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>• Initiate cluster-level projects to create collaborative opportunities for centres to be involved in innovation</li> <li>• Establish a culture that encourages and supports innovation in teaching and learning</li> <li>• Create platforms for centres to share and be recognised for their involvement in innovation and progress</li> <li>• Share latest developments in research and innovation in the ECCE sector</li> <li>• Engage community partners in collaborations with centres on innovation</li> <li>• Model innovation by initiating and collaborating with centres on innovative projects</li> <li>• Ensure that change and innovation efforts are sustainable</li> </ul>   |  |                            |
| <b>Innovation and Value Creation</b><br><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>• Recognise and seize opportunities to innovate</li> </ul>  |  |                            |

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
PINNACLE LEADER**

|  |   |
|--|---|
| <p><b>Social Intelligence and Ethics</b><br/><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>• Engage Centre Leaders in learning communities, and other forms of professional exchange, to inspire involvement in innovation and progress</li> </ul>   |
| <p><b>Learning to Learn</b><br/><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>• Participate in international early childhood conferences and other forms of professional exchange, to stay up to date with latest developments in research and innovation in the ECCE sector</li> </ul> |
| <p><b>Range of Application</b><br/><i>(where applicable)<br/>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>  | N/A   |

Remarks:

This Skill Standard should be referenced together with:

- **LPM-CHG-601C-0** Facilitate innovation and lead change at the organisational level

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION  
SKILLS STANDARDS FOR  
PINNACLE LEADER**

| Skill Code   | LPM-CHG-601C-0  | Skill Category                                  | Change Management |
|--|---|---|-------------------|
|  |   | Sub-Skill Category<br><i>(where applicable)</i> |                   |
| <b>Skill</b>   | <b>Facilitate Innovation and Lead Change at the Organisational Level</b>  |   |                   |
| <b>Skill Description</b>   | This skill describes the ability to lead change and innovation at an organisational level. It includes building an environment conducive to taking risks, analysing opportunities for change and innovation, and applying systems thinking to lead change and innovation.   |   |                   |
| <b>Knowledge and Analysis</b><br><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 organisational change initiatives</li> <li>• Relevant professional or industry codes of practice and standards relating to organisational change initiatives</li> <li>• Key concepts and importance of a learning organisation in relation to organisational change</li> <li>• The differences between and attributes of positive and negative risks</li> <li>• Market trends and developments relating to organisational change initiatives</li> </ul>   |   |                   |
| <b>Application and Adaptation</b><br><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>• Encourage enterprising behaviours and risk-taking to support and develop an innovative organisational culture</li> <li>• Provide opportunities for all employees to provide feedback and explore ideas and opportunities for change and innovation</li> <li>• Analyse organisational performance data, systems and behaviours that may affect the achievement of organisational goals to identify opportunities for growth or improvement</li> <li>• Support and encourage organisation members to identify and prioritise opportunities for change and innovation</li> <li>• Identify potential blockers and drivers of change and innovation to prepare appropriate responses</li> <li>• Lead senior management team to develop and communicate the organisation's change strategy to facilitate change implementation</li> </ul> |   |                   |
| <b>Innovation and Value Creation</b><br><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>• Identify strategies to pursue opportunities for change and innovation using system thinking</li> </ul>  |   |                   |
| <b>Social Intelligence and Ethics</b><br><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>• Assess the emotional climate of the organisation and demonstrate openness to address stakeholders' concerns on organisational change initiatives</li> </ul>   |   |                   |

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION**  
**SKILLS STANDARDS FOR**  
**PINNACLE LEADER**

|  |   |
|--|---|
| <p><b>Learning to Learn</b><br/> <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>• Engage in regular self-reflection to identify own areas for improvement in leading organisational change management</li> <li>• Improve own organisational change management skills by subscribing to diverse learning channels and participating in peer discussion platforms to enhance workplace performance</li> </ul> |
| <p><b>Range of Application</b><br/> <i>(where applicable)</i><br/> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p> | <p>N/A</p>  |

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**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  
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**Annex 1**

**Definition of ECCE Skill Category**

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

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

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