

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Occupation: Senior Centre Leader

Occupation Description:

The Senior Centre Leader has a span of influence over a cluster of centres/Centre Leaders. He/She plays an active role as a mentor to Centre Leaders, guiding them in the development of strategic plans and structures to foster a culture of care, respect, continuous learning, and collaboration. Steeped in pedagogical knowledge and leadership, the Senior Centre Leader advances professionalism and organisation excellence through mentoring Centre Leaders on centre leadership and management. He/She drives the conceptualisation of cluster wide networking plans to establish and sustain collaborative partnerships 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
SENIOR CENTRE LEADER**

The skills expected of the Senior Centre Leader are summarised as below:

Skill Category*	Skills
Developing the Child Holistically	ECC-DCH-7006-1.1 Champion the Implementation of Quality Teaching and Learning Approaches at the Cluster Level
	ECC-DCH-7007-1.1 Facilitate the Design, Implementation and Review of Curricula and Programmes within the Cluster
	ECC-DCH-7008-1.1 Champion the Integration of the Core Values of Early Childhood Education within Curricula and Programmes across the Cluster
	ECC-DCH-7009-1.1 Champion Quality Learning Environments in Centres within the Cluster
	ECC-DCH-7010-1.1 Guide Cluster in Enhancing Caring, Trusting and Respectful Relationships with Children (Senior Centre Leader)
Collaborating with Families and Community	ECC-CFC-7002-1.1 Establish a Culture of Professional Collaboration with Families and Community Stakeholders within the Cluster (Senior Centre Leader)
	LPM-RLT-501C-0 Foster Business Relationships and Organisational Diversity
Building Professional Capacity	ECC-BPC-7005-1.1 Establish Plans and Structures to Engender a Culture of Mentoring within the Cluster
	ECC-BPC-7006-1.1 Establish a Culture of Continuous Learning (Senior Centre Leader)
	LPM-DEV-501C-0 Develop Managers and High Potential Employees through Organisational Talent Capability Review
	ECC-BPC-7007-1.1 Establish a Culture of Professionalism (Senior Centre Leader)
	LPM-GEN-602E-0 Represent and Promote the Organisation
Building Organisational Capacity	ECC-BOC-7002-1.1 Establish a Culture of Collaboration within the Cluster (Senior Centre Leader)
	LPM-CHG-501C-0 Facilitate Innovation and Lead Managers to Manage Change
	LPM-RLT-601C-0 Establish Organisational Relationships and Lead Organisational Diversity

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

	LPM-PER-501C-0	Develop Self to Maintain Professional Competence at Senior Management Level
	ECC-BOC-7003-1.1	Lead in Developing Strategic Plans to Drive Change and Innovation in Organisational Initiatives, Systems and Processes
	LPM-VIS-601C-0	Lead Organisation to Develop Organisational Strategic Priorities, Culture and Governance
	BM-SPI-402E-1	Manage and Review Systems and Processes
	BM-SPI-406E-1	Manage Resource Planning
	ECC-BOC-7004-1.1	Identify Preventive and Pre-emptive Strategies for Challenges faced by Centre Leaders

* 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
SENIOR CENTRE LEADER**

Skill Code	ECC-DCH-7006-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Champion the Implementation of Quality Teaching and Learning Approaches at the Cluster Level		
Skill Description	This skill describes the ability to apply strategies to champion the successful implementation of quality teaching and learning approaches across a cluster, based on current research and key trends in child development, teaching and learning, and curriculum leadership in early childhood care and education. It also includes designing robust processes to evaluate and review teaching and learning approaches, reflecting on current structures and strategies adopted to facilitate innovations in the cluster, facilitating collaborations among centres to enhance quality of teaching and learning through innovative approaches, and creating a culture of innovation in teaching and learning across a cluster of centres.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Underlying principles of successful implementation of quality teaching and learning approaches • Strategies to champion the implementation of teaching and learning approaches across a cluster • Key considerations when designing robust processes to evaluate and review teaching and learning approaches • Current research and key trends in child development, teaching and learning, and curriculum leadership in early childhood care and education 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Facilitate the successful implementation of innovative teaching and learning approaches across a cluster of centres • Design robust processes to evaluate and review teaching and learning approaches • Enhance innovative teaching and learning approaches based on systematic review and on current research and key trends across a cluster of centres 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Create a culture of innovation in teaching and learning across a cluster of centres 		
Social Intelligence and Ethics <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"> • Facilitate collaborations among centres to enhance quality of teaching and learning through innovative approaches 		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER

<i>management guided by professional codes of ethics.</i>	
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Reflect on current structures and strategies adopted to facilitate innovations in the cluster
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Strategies to facilitate the successful implementation of teaching and learning approaches across a cluster of centres may include, but are not limited to:</p> <ul style="list-style-type: none"> • Discussing with the Senior Lead Teacher and centre staff on resources needed • Providing guidance on communications with and engagement of parents • Facilitating conversations with staff to distil and review learning, such as on what strategies work, why they work, and under what circumstances <p>Key considerations when designing robust processes to evaluate and review teaching and learning approaches may include, but are not limited to:</p> <ul style="list-style-type: none"> • Age and developmentally appropriate approaches • Incorporation of a keen understanding of children's prior knowledge • Incorporation of PRAISE dispositions • Application of iTeach principles • Utilisation of a range of approaches (e.g. child-directed, guided, teacher-directed)

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-DCH-7007-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Facilitate the Design, Implementation, and Review of Curricula and Programmes within the Cluster		
Skill Description	This skill describes the ability to apply appropriate strategies to facilitate the design, implementation, review and improvement of curricula and programmes aligned to the goals and objectives of each centre within the cluster, based on current research and key trends in curricula and programme design. It also includes supporting the establishment of structures and processes for continuous enhancement of curricula and programmes, which involves engaging in action research on the support structures needed for proper implementation of curricula and programmes, and creating a culture of reflective thinking and shared learning across centres to improve cluster's curricula and programmes.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Curriculum and programme design and its components • The goals and objectives of curricula and programmes of each centre within the cluster • Indicators of effective curricula and programmes • Strategies to facilitate the design, implementation and review of curricula and programmes • Current research and key trends in curricula and programme design 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Support in the design of curricula and programmes within the cluster, based on current research and key trends • Support in the establishment of structures and processes for continuous enhancement of curricula and programmes • Facilitate the implementation, review and improvement of curricula and programmes aligned to the goals and objectives of each centre within the cluster 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Create a culture of reflective thinking and shared learning across centres to improve cluster's curricula and programmes 		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER

<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<ul style="list-style-type: none"> • Engage in action research on the support structures needed for proper implementation of curricula and programmes
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Strategies to facilitate the design, implementation and review of curricula and programmes may include, but are not limited to:</p> <ul style="list-style-type: none"> • Having conversations with the Senior Lead Teacher and centre staff on resources needed for curricula and programmes • Providing guidance to Centre Leaders on change management • Addressing hurdles and road blocks in the implementation of curricula and programmes • Ensuring that the curricula and programmes are age and developmentally appropriate

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-DCH-7008-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Champion the Integration of the Core Values of Early Childhood Education within Curricula and Programmes across the Cluster		
Skill Description	This skill describes the ability to apply strategies to champion the integration of the core values of early childhood education (as outlined in the relevant curriculum frameworks utilised in Singapore) within curricula and programmes within the cluster. It also includes determining the educational goals and focus on values education, facilitating the establishment of a systematic centre-based structure and framework for the integration of values education into curricula and programmes, and championing pedagogical innovation to enhance competencies and values-driven programmes in centres at the cluster level. It also includes establishing platforms for sharing of best practices, and inspiring Centre Leaders and centre staff within a cluster to role model and uphold the values that the centre aims to imbue.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	The ability to understand: <ul style="list-style-type: none"> • Core values of early childhood education (as outlined in the relevant curriculum frameworks utilised in Singapore) • Strategies to design and implement curricula and programmes that inculcate the core values of early childhood education across the cluster 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: <ul style="list-style-type: none"> • Determine educational goals and focus for values education • Facilitate the establishment of a systematic centre-based structure and framework for the integration of values education into curricula and programmes within the cluster • Champion the design and implementation of curricula and programmes within the cluster that inculcate the core values of early childhood education 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	The ability to: <ul style="list-style-type: none"> • Champion pedagogical innovation to enhance competencies and values-driven programmes in centres at the cluster level 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> • Inspire Centre Leaders within a cluster to uphold and integrate the core values of early childhood education into teaching and learning approaches • Inspire centre staff to role model the values that the centre aims to imbue 		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER

<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Establish platforms for sharing of best practices in the design and implementation of centre-wide curricula and programmes that inculcate the core values of early childhood education
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Determining educational goals and focus for values education may include, but are not limited to:</p> <ul style="list-style-type: none"> • Conversations with centre staff on pedagogies for the integration of core values of early childhood education • Ensuring policies and structures support the inculcation of core values of early childhood education

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-DCH-7009-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Champion Quality Learning Environments in Centres within the Cluster		
Skill Description	This skill describes the ability to apply strategies to champion quality learning environments in centres within the cluster based on current research and key trends on high quality early childhood learning environments. It also includes facilitating the development of systemic and strategic long-term plans, and professional dialogues among centres to review, analyse and enhance strategies for quality learning environments, aligned to their centres' teaching and learning philosophy and vision, mission and values. It also includes developing a good sense of awareness of own values and that of colleagues in relation to a quality learning environment.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	The ability to understand: <ul style="list-style-type: none"> • The rationale behind a quality learning environment for children • Strategies to champion quality learning environments in centres within the cluster • Current research and key trends on high quality early childhood learning environments 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: <ul style="list-style-type: none"> • Facilitate the development of systemic and strategic long-term plans to review and improve the quality of the learning environment, aligned to centre's teaching and learning philosophy and vision, mission and values for centres within a cluster • Analyse, review and enhance strategies for quality learning environments across the cluster 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> • Facilitate professional dialogues among centres to analyse and enhance classroom learning environments 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of</i>	The ability to: <ul style="list-style-type: none"> • Develop a good sense of awareness of own values in relation to a quality learning environment 		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

<i>work.</i>	
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Values in relation to a quality learning environment may include, but are not limited to:</p> <ul style="list-style-type: none"> • Trusting that children can learn through the environment • Believing in the importance of providing an environment that facilitates self-directed learning and promotes independence in children

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-DCH-7010-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	N/A
Skill	Guide Cluster in Enhancing Caring, Trusting and Respectful Relationships with Children (Senior Centre Leader)		
Skill Description	This skill describes the ability to guide Centre Leaders in their efforts to mentor colleagues in establishing structures to facilitate and enhance interactions and relationships with children. It also includes leading professional and networked learning communities on fostering and enhancing caring, trusting and respectful relationships with children.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Current research, key trends and best practices for interactions and relationships with children • Structures to facilitate interactions and the building of caring, respectful and trusting relationships with children 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Lead in establishing structures to facilitate interactions and the building of caring, respectful and trusting relationships with children, based on current research, key trends and best practices • Guide Centre Leaders in their efforts to mentor colleagues in enhancing interactions and relationships with children 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	N/A		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Facilitate professional and networked learning communities on fostering and enhancing caring, trusting and respectful relationships with children 		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and</i>	<p>Leading in establishing 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"> • Mentoring Centre Leaders to put in place structures to facilitate 		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER

*contexts that the skill
may be demonstrated.*

interactions. These structures include:

- Setting aside time for teachers to interact with children, including circle time
- Integration of interaction between children and teachers during routine care
- Building networks with parents to engage them in home-centre partnerships

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-CFC-7002-1.1	Skill Category	Collaborating with Families and Community
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Establish a Culture of Professional Collaboration with Families and Community Stakeholders within the Cluster (Senior Centre Leader)		
Skill Description	The skill describes the ability to co-lead with the Senior Lead Teacher to plan, implement and evaluate the strategic professional collaborations with families and community stakeholders in the cluster. It also includes the understanding of strategies to lead in sustaining effective long-term partnerships and collaborations with families and community stakeholders, and knowledge of the various platforms for collaboration between centres.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Strategies to establish professional collaboration with families and community stakeholders • Strategies to lead in sustaining effective long-term partnerships and collaboration with community stakeholders • Various platforms for collaboration between centres within the cluster and community stakeholders 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Co-lead the strategic planning and implementation of professional collaboration with community stakeholders with Senior Lead Teacher • Co-lead with Senior Lead Teacher in the evaluation of effectiveness of strategic plans for professional collaboration with community stakeholders in the cluster 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Build and sustain mutually-beneficial relationships with the community • Communicate effectively with community stakeholders 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A		
Range of Application	Co-leading the strategic planning and implementation of professional collaboration with community stakeholders may include, but is not limited		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER

<i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	to: <ul style="list-style-type: none">• Establishing minimum standards of practice for communications with families (e.g. frequency, modes of communication, issues to communicate, level of involvement of parents)• Establishing shared networks of community stakeholders for the cluster (e.g. private and public agencies, other educational institutions)
--	--

Remarks:

This Skill Standard should be referenced together with:

- **LPM-RLT-501C-0** Foster Business Relationships and Organisational Diversity

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	LPM-RLT-501C-0	Skill Category	Interpersonal
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Foster Business Relationships and Organisational Diversity		
Skill Description	The skill describes the ability to develop effective working relationships and networks to provide strategic value to the organisation. It also includes developing and maintaining business and professional networks and encouraging workforce diversity and cooperation through strategies and conflict management.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Legal and ethical considerations relating to organisational participation in networking and opportunities for collaboration, workplace diversity and conflict management • Organisational policies and procedures relating to business networking, organisational diversity and conflict management • Relevant professional or industry codes of practice and standards for managing organisational diversity and business networking • Relevant professional or industry codes of practice and standards relating to business networking • Relevant local, regional and international networks • Common barriers to developing a diverse and cooperative workplace 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify and prioritise networks which may provide strategic value to the organisation or the individuals to facilitate networking decisions • Identify and review the constraints that may affect participation in networks to develop appropriate responses • Pursue collaborative opportunities to support mutually beneficial outcomes • Develop strategies to support diversity and cooperation at all levels of the organisation • Identify sources of conflict and negotiate issues to reach acceptable outcomes 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Review the effectiveness of conflict management strategies and take action to prevent recurrence of conflict 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Manage relationships to achieve cross-cultural cooperation and positive outcomes for individuals, teams and the organisation • Support individuals to attain respect and address instances of unfairness or discrimination to promote a positive working environment 		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

<p><i>professional codes of ethics.</i></p>	<ul style="list-style-type: none"> • Adjust interpersonal style and respond appropriately to emotional cues when interacting with others to meet the requirements of the social and cultural business context
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Keep abreast of organisational diversity management strategies by subscribing to diverse learning channels and participating in peer discussion platforms to enhance own knowledge for workplace application
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-BPC-7005-1.1	Skill Category	Building Professional Capacity
	Sub-Skill Category <i>(where applicable)</i>		
Skill	Establish Plans and Structures to Engender a Culture of Mentoring within the Cluster		
Skill Description	This skill includes the ability to lead in establishing supporting structures and strategic plans to support and engender a mentoring culture within the cluster. It also includes the skills to conduct and facilitate the evaluation and periodic review of mentoring programmes to establish platforms for professional dialogue within the cluster to engender the mentoring programme, and share current research and key trends on effective mentoring models.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The role of leadership in sustaining a culture of mentoring within the centre and cluster • The different components of a mentoring structure • The importance of collaborating with Centre Leaders to ensure the adaptation of mentoring structures to suit the needs of different centres • The need to work with Centre Leaders to continually evaluate mentoring structures to ensure sustainability and relevance of mentoring programme • Current research and key trends on mentoring models and effective mentoring 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Lead in establishing supporting structures and strategic plans to support a mentoring culture within the cluster • Work with Centre Leaders to evaluate mentoring programme to ensure the professional development of teachers • Share current research and key trends on effective mentoring models • Establish platforms for professional dialogues amongst Centre Leaders to enhance the mentoring programme • Conduct periodic review of the mentoring programme with Centre Leaders to ensure alignment with organisational goals and appropriate allocation of resources 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to</i>	N/A		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

<i>use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Facilitate cluster-level discussions to enhance existing mentoring frameworks
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Establishing plans and structures to support a mentoring culture within the cluster may include, but are not limited to: <ul style="list-style-type: none"> • Programme design and planning • Programme management • Policies and procedures • Programme operations • Financial planning • Programme evaluation

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-BPC-7006-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Establish a Culture of Continuous Learning (Senior Centre Leader)		
Skill Description	This skill describes the ability to provide leadership to plan, implement, and evaluate research and inquiry that informs practice. It also includes collaborating to plan and lead the development of professional development policies and programmes to address learning needs, networking with professionals within and beyond the early childhood sector, and creating and sustaining collaborative learning opportunities for teachers and leaders across the cluster. It also includes the ability to initiate and facilitate the dissemination of knowledge through local and international publications and professional and networked learning communities, building capacity of colleagues to engage in action research, and modelling openness and commitment to continuous learning.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Current research and key trends on effective curriculum leadership and professional development • Strategies for planning, implementing, and evaluating ongoing research and inquiry designed to generate information that informs practice • Frameworks and structures that foster a culture of continuous learning • Strategies to develop frameworks and structures to foster a culture of continuous learning 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Provide leadership for planning, implementing, and evaluating ongoing research and inquiry designed to generate information that informs practice • Collaborate with Centre Leaders and Lead Teachers to plan and lead the development of professional development policies and programmes that address the learning needs of colleagues • Co-lead with Senior Lead Teachers in the application of current research and key trends on professional developments to meet the needs of centres within a cluster 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Network with professionals within and beyond the early childhood sector to communicate research needs that relate directly and indirectly to early childhood • Create collaborative learning opportunities and platforms for teachers and leaders across centres within a cluster 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Sustain collaborative relationships to ensure and provide quality professional development opportunities for teachers 		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

<i>and diversity management guided by professional codes of ethics.</i>	
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Model openness and commitment to continuous learning • Practise and disseminate knowledge in local and international publications and/or meetings • Initiate and facilitate professional and networked learning communities within the cluster • Build capacity of colleagues to engage in action research
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Frameworks and structures that foster a culture of continuous learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • Reflective practice • Establishing learning communities • Engaging in action research • Site-based learning

Remarks:

This Skills Standard should be referenced together with:

- **LPM-DEV-501C-0** Develop Managers and High Potential Employees through Organisational Talent Capability Review

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	LPM-DEV-501C-0	Skill Category	Leadership and People Development
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Develop Managers and High Potential Employees through Organisational Talent Capability Review		
Skill Description	The skill describes the ability to review organisational talent capability and develop high potential employees to meet organisational requirements. It also includes engaging and supporting line managers in their capability development.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Legal and ethical considerations relating to organisational talent capability management • Organisational policies and procedures relating to organisational talent capability management activities • Models, methods and tools used to develop high potential employees • Market trends and developments in relation to talent management and employee engagement • Concepts and theories of employee engagement • The importance of employee engagement • Relationship between employee engagement and performance 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify critical positions in the organisation and assess their vacancy risk to plan for capability development • Assess the capability and capacity of existing talent and identify and categorise high potential employees for critical positions to facilitate organisational talent capability review • Work with managers and identified successors to develop development and career plans • Support managers in the development of their professional, technical and managerial competencies to improve performance • Empower managers to demonstrate independence to take responsibility for their personal development 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Review effectiveness of organisational talent capability development process to identify areas for improvement 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Encourage and motivate managers to promote employee engagement • Apply emotional intelligence to guide own thinking and actions when interacting with others to develop capability development and career plans 		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Mentor the progression and development of high potential employees to meet organisational talent capability requirements • Engage in regular self-reflection to identify areas for improvement in own mentoring skills • Improve own mentoring skills by subscribing to diverse learning channels and participating in peer discussion platforms to enhance workplace performance
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-BPC-7007-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Establish a Culture of Professionalism (Senior Centre Leader)		
Skill Description	This skill describes the ability to implement strategies to establish a culture of professionalism. It also includes translating values and philosophy, based on the AECES Code of Ethics and other national and international documents, into daily practice. It also includes the ability to model practices and appropriate behaviour that promotes professionalism and personal integrity, initiate and create regular platforms to share, discuss, and critically reflect on current research, key trends, and ethical challenges faced by colleagues.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The role of leadership in establishing a culture of professionalism • The foundations of culture building • Strategies to establish a culture of professionalism • The importance of translating values and philosophy into daily practice in order to establish a culture of professionalism • Practices that promote professional and personal integrity • Current research and key trends on professionalism, values and ethical behaviour, and how it applies to the early childhood setting 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Take reference from the AECES Code of Ethics and other national and international documents to support centre in establishing a culture of professionalism • Identify and address potential ethical challenges • Create regular platforms to discuss potential ethical challenges with colleagues • Model practices and appropriate behaviour that promote professional and personal integrity 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	N/A		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER

<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Initiate discussions and critical reflection on current research and key trends, as well as ethical challenges faced by colleagues and centre • Share relevant knowledge and experiences with colleagues
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>The foundations of culture building must include, but are not limited to:</p> <ul style="list-style-type: none"> • Centre's values • Centre's philosophy <p>National and International documents may include, but are not limited to:</p> <ul style="list-style-type: none"> • AECES Code of Ethics • United Nations Convention on the Rights of the Child and General Comment No. 7 <p>Strategies to establish a culture of professionalism may include, but are not limited to:</p> <ul style="list-style-type: none"> • Motivating colleagues to take on individual responsibility in their work, including interactions with children, families and the community • Encouraging colleagues to set professional boundaries • Ensuring colleagues have an in-depth understanding of how professionalism can be demonstrated, taking into account the centre's vision, mission and values <p>Practices that promote professional and personal integrity may include:</p> <ul style="list-style-type: none"> • Establishing positive centre practices • Role modelling appropriate behaviour and attitude for colleagues • Valuing the knowledge and experience of each colleague • Creating a non-threatening work environment

Remarks:

This Skills Standard should be referenced together with:

- **LPM-GEN-602E-0** Represent and Promote the Organisation

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	LPM-GEN-602E-0	Skill Category	Business Communication
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Represent and Promote the Organisation		
Skill Description	The skill describes the ability to represent the organisation positively at different platforms and occasions. It also includes preparing and communicating key messages to promote the organisation.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> Organisational policies and procedures relating to communication processes and systems Types of communication techniques and channels appropriate for developing networks and disseminating information regarding organisational activities, services and programmes Legal and ethical considerations relating to communicating with the media Organisational policies and procedures relating to communicating with the media Implications and impact of media relationships on employees and the organisation 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> Identify organisational issues or key messages for communication to meet organisational needs Select target audience and research their expectations to determine message positioning and the most appropriate communication channels to achieve desired organisation outcomes Develop networks and contacts to assist with communication in accordance to organisational needs Prepare materials to support communication in accordance to organisational communications guide Adapt communication style to suit audience expectations and deliver information positively to achieve desired organisational outcomes 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> Obtain feedback on how communication was received to identify areas for improvement in the communication process 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> Maintain integrity of self and organisation throughout the communication and promotional activity to meet requirements on organisational code of conduct 		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Practise delivery of communication messages to maintain professional standard in accordance to organisational requirements • Keep abreast of market trends and practices relating to organisational communications by subscribing to diverse learning channels and participating in peer discussion platforms to enhance own knowledge for workplace application
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-BOC-7002-1.1	Skill Category	Building Organisational Capacity
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Establish a Culture of Collaboration within the Cluster (Senior Centre Leader)		
Skill Description	The skill describes the ability to develop and implement strategies to support and sustain a culture of collaboration within the cluster. It also includes leading in establishing a shared vision for Centre Leaders and Lead Teachers, respecting diverse inputs and ideas from colleagues, encouraging cohesion and open communication, and providing platforms for reflection on collaboration. It also includes understanding leadership behaviours that nurture or hinder teamwork, the values of colleagues, the importance of a shared vision and leading in building relationships with colleagues.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Structures and processes that facilitate collaborations among colleagues • Strategies to establish and sustain a culture of collaboration • Leadership behaviours that nurture or hinder the nurturing of teamwork • Values, mindsets and assumptions that undergird the behaviours of colleagues • The importance of a shared vision, anchored on a common set of values 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Develop strategic plans and structures that support collaboration within the cluster • Implement strategies to establish and sustain a culture of collaboration within the cluster • Lead the process of establishing a shared vision for Centre Leaders and Lead Teachers within a cluster, anchored on a common set of values 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Respect and welcome diverse inputs and ideas from colleagues • Encourage cohesion and open and honest communication with colleagues • Lead in building relationships with colleagues, guided by professional code of ethics 		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER

<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<ul style="list-style-type: none"> • Provide platforms for collaborators to reflect on their collaboration and facilitate these reflections where appropriate
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Structures and processes that facilitate collaboration among colleagues may include, but are not limited to:</p> <ul style="list-style-type: none"> • Dedicated time and space • Role-modelling • Team teaching • Peer observation • Collaborative decision-making and planning of staff development activities • Platforms for professional sharing <p>Strategies to establish and sustain a culture of collaboration may include, but are not limited to:</p> <ul style="list-style-type: none"> • Defining clear roles and responsibilities of every team member • Planning, and scheduling opportunities for collaboration • Building trust and rapport • Leveraging on strengths of team members to achieve common goals • Identifying issues that hamper team effectiveness and leading the team to overcome them • Building skills and confidence

Remarks:

This Skill Standard should be referenced together with:

- **LPM-CHG-501C-0** Facilitate Innovation and Lead Managers to Manage Change
- **LPM-RLT-601C-0** Establish Organisational Relationships and Lead Organisational Diversity
- **LPM-PER-501C-0** Develop Self to Maintain Professional Competence at Senior Management Level

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	LPM-CHG-501C-0	Skill Category	Change Management
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Facilitate Innovation and Lead Managers to Manage Change		
Skill Description	The skill describes the ability to facilitate change at senior levels within organisations. It also includes facilitating an environment conducive to taking risks, identifying opportunities for change and innovation, and applying systems thinking to facilitate change and innovation.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Legal and ethical considerations relating to change initiatives • Organisational policies and procedures relating to change management • Relevant professional or industry codes of practice and standards relating to change management • The relationship between high level strategy and the development and implementation of change management plans and processes at the divisional level • Key concepts and importance of a learning organisation in relation to organisational change • The differences between and attributes of positive and negative risks • Theories and principles of change management • Systems thinking concepts, methods and tools to support implementation of programmes for change and innovation • Relationships between sponsors, champions of change and innovation activities 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Develop systems and processes to support enterprising behaviours and risk taking • Provide opportunities for individuals within the business unit and division to explore ideas and opportunities for change and innovation • Analyse performance data, systems and behaviours that may affect the achievement of organisational goals to identify and communicate opportunities for growth or improvement • Prioritise opportunities to implement change activities in accordance to potential impact or benefits to the organisation • Define performance standards to lead the change management activities towards established organisational outcomes • Identify and acquire resources required to successfully implement programmes for change and innovation 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Monitor and review progress of change and innovation activities to identify areas for improvement 		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER

<i>organisational goals.</i>	
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	The ability to: <ul style="list-style-type: none"> • Communicate with stakeholders to design processes to support achievement of objectives of change and innovation programmes • Apply emotional intelligence to guide own thinking and actions to influence and persuade stakeholders to embrace change and innovation
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Engage in regular self-reflection to identify areas for improvement in leading change management • Keep abreast of change management systems and processes by subscribing to diverse learning channels and participating in peer discussion platforms to enhance own knowledge for workplace application
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	LPM-RLT-601C-0	Skill Category	Interpersonal
		Sub-Skill Category	
Skill	Establish Organisational Relationships and Lead Organisational Diversity		
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 <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"> • Legal and ethical considerations relating to organisational participation in networking and opportunities for collaboration, and workplace diversity • Organisational policies and procedures relating to business networking, organisational diversity and team building • Relevant professional or industry codes of practice and standards relating to business networking and team building • The implication and impact of strategies to encourage diversity on employees and the organisation • Relevant local, regional and international networks • Common barriers to developing a diverse and cooperative workplace • Team dynamics and group behaviours 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify and prioritise networks which may provide strategic value to the organisation or the individual to facilitate networking decisions • Identify and review the constraints that may affect participation in networks to develop appropriate responses • Pursue collaborative opportunities to support mutually beneficial outcomes • Lead the development of strategies to support diversity and cooperation at all levels of the organisation • Communicate expectations of cross cultural awareness throughout organisation to promote organisational diversity • Encourage and support senior management to build stronger teams across the organisation 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify innovative approaches to support team building 		
Social Intelligence and Ethics <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"> • Manage relationships to achieve cross-cultural cooperation and positive outcomes for individuals, teams and the organisation • Adjust interpersonal style and respond appropriately to emotional cues 		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

<p><i>management guided by professional codes of ethics.</i></p>	<p>when interacting with others to meet the requirements of the social and cultural business context</p> <ul style="list-style-type: none"> • Participate in team building activities with senior management team to develop instrumental relationships required to lead the organisation
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Keep 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
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	LPM-PER-501C-0	Skill Category	Personal Effectiveness
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Develop Self to Maintain Professional Competence at Senior Management Level		
Skill Description	The skill describes the ability to improve organisational communications and influence decision-making as a senior member of a business unit or division. It also includes developing own leadership style and capability.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Legal and ethical considerations relating to organisational communications, decision-making and personal conduct at the workplace • Organisational policies and procedures relating to organisational communications and development of professional competence • Implications and impact of organisational communication processes on stakeholders • Implications and impact of own leadership style and capability on employees and the organisation • The relationship between high level organisational strategy and the development and implementation of business plans and processes at business unit or divisional level • Underlying issues and trends that may affect decision-making by stakeholders 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Use appropriate methods of communication to promote the organisation • Encourage and display effective communication techniques and behaviours to demonstrate the organisation's values and ethics • Work with the leadership team to develop plans to achieve strategic priorities and directions of the organisation 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Collaborate with stakeholders to develop communication channels to enhance organisational communications 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Influence stakeholders to pursue actions to support the achievement of the organisation's strategic priorities and directions • Maintain integrity of self throughout the decision-making process to meet requirements on organisational code of conduct • Apply emotional intelligence to guide own thinking and actions when interacting with stakeholders • Demonstrate alignment between personal ethics and values and 		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

	those of the organisation to develop own leadership style
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> • Use opportunities to self-reflect on own work performance and leadership style to identify areas for improvement • Maintain awareness and understanding of the skills and knowledge of colleagues and competitors to identify professional development opportunities for self
Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-BOC-7003-1.1	Skill Category	Building Organisational Capacity
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Lead in Developing Strategic Plans to Drive Change and Innovation in Organisational Initiatives, Systems and Processes		
Skill Description	The skill describes the ability to identify, monitor and evaluate strengths of organisational systems, and guide Centre Leaders in reviewing their centre's initiatives, systems and processes to enhance centre's productivity and innovation. It also includes understanding the principles of leading change, barriers to change, strategies for effective change management and the establishment of professional learning communities to facilitate dialogues between Centre Leaders and exchange of good practices.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Relevant regulatory frameworks and legislations • The need to establish key strategies to allow centres to achieve long-term goals • Strategies to drive and evaluate initiatives, systems and processes • Current research and key trends on best practices in organisational initiatives, systems and processes • Principles of leading change management • Barriers to change • Strategies for effective change management 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Identify, monitor and evaluate strengths of organisational systems and processes for centres within a cluster • Guide Centre Leaders towards relevant resources that can enhance existing centre's initiatives, productivity and innovation • Collaborate with Centre Leaders to review centre's direction and key strategies to support these goals • Guide Centre Leaders in leading the periodic review of initiatives, systems and processes to evaluate effectiveness of initiatives in achieving centre's goals • Establish platforms and facilitate professional dialogues between Centre Leaders in exchange of good practices in management of centres' initiatives, systems and processes 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Establish professional and networked learning communities where Centre Leaders can meet regularly to exchange innovative ideas to enhance management of centres 		
Social Intelligence and Ethics <i>It refers to the ability to</i>	N/A		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

<i>use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A
Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Barriers to change may include, but are not limited to:</p> <ul style="list-style-type: none"> • Change fatigue • Lack of trust • Lack of skills to ensure the sustainability of change • Lack of consultation with parties affected by the change <p>Relevant regulatory frameworks and legislations must include, but are not limited to:</p> <ul style="list-style-type: none"> • Child Care Centres Act (for Child Care Centres) • Education Act (for Kindergartens) • Employment Act and other legislation covering employment practices and labour relations • Employment of Foreign Manpower Act, Immigration Act and other work pass-related legislation • WSH Act, Work Injury Compensation Act (WICA) and other WSH regulations

Remarks:

This Skill Standard should be referenced together with:

- **LPM-VIS-601C-0** Lead Organisation to Develop Organisational Strategic Priorities, Culture and Governance
- **BM-SPI-402E-1** Manage and Review Systems and Processes
- **BM-SPI-406E-1** Manage Resource Planning

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	LPM-VIS-601C-0	Skill Category	Leadership and People Development
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Lead Organisation to Develop Organisational Strategic Priorities, Culture and Governance		
Skill Description	The skill describes the ability to lead the development of vision, culture and strategic priorities for an organisation. It also includes modelling of leadership and providing direction and governance to the organisation.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	The ability to understand: <ul style="list-style-type: none"> • The relationship between vision and values and how they contribute to the development of an organisational culture that actively pursues strategic objectives • The relationship between high level strategy and the development and implementation of business plans and processes • Legal and ethical considerations relating to corporate governance and social responsibility • Relevant professional or industry codes of practice and standards relating to corporate governance, social responsibility and leadership roles • Theories and concepts relating to culture within organisations • Impact of defined organisation vision and culture on employees 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: <ul style="list-style-type: none"> • Identify trends and factors of strategic value to the organisation to support strategic planning • Consult with stakeholders to define mission, objectives and strategic priorities for the organisation to support strategic planning • Define criteria for evaluating success of strategies to determine achievement of strategic priorities • Engage employees to develop plans to operationalise strategic priorities • Address corporate governance and social responsibility obligations to ensure organisational compliance • Identify values and beliefs which underpin organisational vision and support strategic priorities to drive organisation vision and culture • Model leadership and behaviours to demonstrate application of organisational values, behaviours and governance priorities in all actions 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	The ability to: <ul style="list-style-type: none"> • Develop and review processes to effectively engage stakeholders in the development and review of organisational values and vision to drive organisational vision and culture 		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER

<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Communicate organisational vision, values, strategic priorities and plans to influence stakeholders and build commitment to the organisation • Assess the emotional climate of the organisation and demonstrate openness to address stakeholders' concerns
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Engage in regular self-reflection to identify own areas for improvement in leading organisational strategic planning • Improve own organisational strategic planning skills by subscribing to diverse learning channels and participating in peer discussion platforms to enhance workplace performance
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	BM-SPI-402E-1	Skill Category	Planning and Implementation
		Sub-Skill Category <i>(if applicable)</i>	
Skill	Manage and Review Systems and Processes		
Skill Description	This Skill describes the ability to manage, review and evaluate systems and processes with a view for enhancements. It also includes gathering of feedback and developing solutions to close gaps and to make improvements.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Different tiers of systems and processes within the organisation • Tools and methodologies to review systems and processes 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Manage systems and processes to meet organisational guidelines and policies 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Review and evaluate systems and processes in accordance with organisational policies to identify areas for improvement • Develop and establish solutions to gaps and areas of improvement to further enhance organisational systems and processes 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Adhere to organisational code of conduct, values and ethics when managing and reviewing systems and processes to ensure continued efficiency of organisational business processes 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Keep abreast of best practices in managing systems and processes by subscribing to diverse learning channels and participating in peer discussion platforms to enhance own knowledge for workplace application 		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	BM-SPI-406E-1	Skill Category	Planning and Implementation
		Sub-Skill Category <i>(if applicable)</i>	
Skill	Manage Resource Planning		
Skill Description	This Skill describes the ability to manage resource planning to meet business function requirements. It also includes identifying resource needs, acquiring and allocating resources, reviewing resource utilisation and assessing resource allocation outcomes with a view to achieve optimal resource allocation.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Types of resources • Outcomes of effective resource allocation • Relevant stakeholders to consider during resource planning 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Determine resource needs to ensure successful implementation of business function strategy • Acquire and allocate resources to support execution of business function strategy 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Monitor and review resource usage to determine sufficiency and optimal utilisation of resources • Assess resource allocation outcomes and reallocate resources to meet business function strategy requirements 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Adhere to organisational code of conduct, values and ethics to ensure appropriate and optimal utilisation of resources to support business function strategy 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Engage in regular reflective practice to assess how the utilisation resources can be further improved to ensure optimal use 		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A		

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Skill Code	ECC-BOC-7004-1.1	Skill Category	Building Organisational Capacity
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Identify Preventive and Pre-emptive Strategies for Challenges faced by Centre Leaders		
Skill Description	The skill describes the ability to work with Centre Leaders to establish and implement standard operating procedures for disruptions. It also includes leading in periodic review to understand staff climate. It also includes establishing networks with community partners, sharing and facilitating professional discussions with Centre Leaders and working with external facilitators to improve recovery response to disruptions and ensure staff operational readiness.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The need to establish and implement standard operating procedures to deal with disruptions caused by traumatic events • The importance to manage staff welfare and emotions during events of disruption • Current research and key trends on models of organisational recovery to improve survivability of organisations • Existing organisational climate and stability • Perception of the organisation by staff and surrounding community • Previous traumatic experiences and operational readiness of organisation • Preventive strategies for challenges faced by Centre Leaders • Pre-emptive strategies for challenges faced by Centre Leaders 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work with Centre Leaders to establish and implement standard operating procedures for disruptions, that takes into consideration centre's resource limitations • Lead in periodic review and survey of staff climate to understand perceptions of staff and surrounding community towards the organisation • Establish network with community partners to ensure effective response in events of disruption • Share and facilitate professional discussion with Centre Leaders on current research and key trends on models of organisational recovery • Ensure detailed documentation of past disruptions and evaluation of recovery strategies 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Lead Centre Leaders in driving initiatives to promote the welfare and well-being of staff • Work with outside facilitators to improve recovery response to disruption and to ensure staff operational readiness 		

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER

<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>N/A</p>
<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>N/A</p>
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Preventive strategies for challenges faced by Centre Leaders must include:</p> <ul style="list-style-type: none"> • Maintaining hygiene standards of the centre • Ensuring regular maintenance of centre facilities <p>Pre-emptive strategies for challenges faced by Centre Leaders must include:</p> <ul style="list-style-type: none"> • Ensuring availability of resources for emergency situations • Preparing the centre and staff for emergency situations (e.g. Hand Foot Mouth Disease, Haze)

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR CENTRE LEADER**

Version Control

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

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION

SKILLS STANDARDS FOR SENIOR CENTRE LEADER

Annex 1

Definition of ECCE Skill Category

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

Definitions of the Five (5) Domains

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