

**SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION
SKILLS STANDARDS FOR
SENIOR PRE-SCHOOL TEACHER**

Occupation: Senior Pre-school Teacher

Occupation Description:

The Senior Pre-school Teacher mentors teachers to enhance their teaching practice including the nurturing of trusting and respectful relationships with children. He/She utilises in-depth subject knowledge and pedagogical expertise to design and implement a developmentally and culturally appropriate curricula for children, and contributes to innovations in teaching and learning practices. As an experienced early childhood educator, the Senior Pre-school Teacher oversees the design and set-up of secure and quality learning environments for children. He/She develops structures for sustained collaborative partnerships with families and communities, and supports the Lead Teacher in fostering a culture of continuous learning, collaboration and collegiality within the centre.

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The skills expected of the Senior Pre-school Teacher are summarised below:

Skill Category*	Skills
Developing the Child Holistically	<p><u>Child Development</u> ECC-DCH-5012-1.1 Integrate Understanding of How Children (Birth to Age 8) Learn and Develop, Within the Curriculum <i>(The Senior LSEd* will also identify children with mild developmental needs)</i></p>
	<p><u>Curriculum and Pedagogy</u> ECC-DCH-5013-1.1 Customise Teaching and Learning Approaches Aligned to Curriculum Frameworks</p>
	<p>ECC-DCH-5014-1.1 Customise Strategies to Observe and Document Children's Learning (Senior Pre-school Teacher)</p>
	<p>ECC-DCH-5015-1.1 Engage Children Meaningfully Through the Co-design of Curriculum and Appropriate Pedagogy (Senior Pre-school Teacher)</p>
	<p>ECC-DCH-5016-1.1 Evaluate Differentiated Teaching and Learning Strategies to Meet the Diverse Needs of Children (Senior Pre-school Teacher)</p>
	<p>ECC-DCH-5017-1.1 Lead in Integrating the Core Values of Early Childhood Education Within Curricula and Programmes at the Centre</p>
	<p><u>Learning Environment</u> ECC-DCH-5018-1.1 Design Quality Learning Environments (Senior Pre-school Teacher)</p>
	<p><u>Interactions and Relationships</u> ECC-DCH-5019-1.1 Model Trusting and Respectful Relationships with Children Through Positive Interactions with Them</p>
	<p><u>Health, Safety and Nutrition</u> ECC-DCH-5020-1.1 Advocate Appropriate Course of Action for the Protection of Children (Senior Pre-school Teacher)</p>
	<p>ECC-DCH-5021-1.1 Advocate a Safe and Healthy Environment Within the Centre (Senior Pre-school Teacher)</p>
Collaborating with Families and Community	<p><u>Family and Community Partnerships</u> ECC-CFC-5003-1.1 Develop Strategies to Establish Partnerships and Collaborations with Families and Community Stakeholders (Senior Pre-school Teacher) <i>(The Senior LSEd* will also engage multi-disciplinary stakeholders.)</i></p>

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Skill Category*	Skills
	ECC-CFC-5004-1.1 Lead in Implementing Collaborative Efforts Amongst Families and Community Stakeholders (Senior Pre-school Teacher)
Building Professional Capacity	<u>Professional Mastery</u> ECC-BPC-5004-1.1 Mentor Teachers to Enhance Their Daily Practice
	ECC-BPC-5005-1.1 Contribute to Fostering a Culture of Continuous Learning (Senior Pre-school Teacher)
	LPM-DEV-301C-0 Develop and Motivate Team Members Through Capability Development
	BM-SPI-304E-1 Display Critical Thinking and Analytical Skills
	<u>Professional Values and Ethics</u> ECC-BPC-5006-1.1 Advocate Ethical Behaviour and Professionalism Among Colleagues (Senior Pre-school Teacher)
Building Organisational Capacity	<u>Teamwork and Collaboration</u> ECC-BOC-5003-1.1 Foster a Culture of Collaboration (Senior Pre-school Teacher)
	ES-IP-302G-1 Facilitate Effective Work Teams
	ES-IP-301G-1 Facilitate Effective Communication and Engagement at the Workplace
	ES-PMD-303G-1 Apply Emotional Competence to Manage Self and Team at the Workplace
	ES-ACE-302G-1 Solve Problems and Make Decisions at Supervisory Level
	<u>Visioning and Planning</u> ECC-BOC-5004-1.1 Collaborate with the Centre Leader, Lead Teacher and Centre Staff to Align Short-term and Long-term Goals to the Vision, Mission and Values of the Centre (Senior Pre-school Teacher)

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

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

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Skill Code	ECC-DCH-5012-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Child Development
Skill	Integrate Understanding of How Children (Birth to Age 8) Learn and Develop, Within the Curriculum		
Skill Description	<p>This skill describes the ability to apply contemporary theories and literature on children’s growth, well-being, learning and development to support colleagues in planning curricula for individual children and the group. It includes reflecting on, and analysing, how children (birth to age 8) learn and develop, to ensure the effectiveness and relevance of the curriculum. It also involves engaging families in deepening understanding of child development and the factors that contribute to each child’s development.</p> <p><i>*The Senior LSEd will also identify children with developmental needs.</i></p>		
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 children’s growth, well-being, learning and development • Strategies to analyse and apply in-depth understanding of children’s growth, well-being, learning and development to curriculum 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Apply understanding of contemporary theories and literature to support colleagues in planning curricula for individual children and the group • Analyse classroom/centre curriculum to ensure relevance to developmental theory and current research 		
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"> • Engage families in deepening understanding of child development and the factors that contribute to each child’s development 		
Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on the effectiveness of integrating understanding of how children (birth to age 8) learn and develop, within the curriculum 		

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Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Engaging families in deepening understanding of child development and the factors that contribute to each child's development may include, but are not limited to: <ul style="list-style-type: none">• Sharing observations of children• Informing families of current research and key trends on children's learning and development• Identifying the gaps in parents' understanding of child development• Organising parenting workshops or engagement sessions• Organising home visits
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**Skills for Senior Learning Support Educators (LSEds) will be updated in this Skill Standard at a later stage.*

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Skill Code	ECC-DCH-5013-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Customise Teaching and Learning Approaches Aligned to Curriculum Frameworks		
Skill Description	This skill describes the ability to support, evaluate, customise and refine teaching and learning approaches aligned to curriculum frameworks, by applying knowledge of early childhood education pedagogy, current research and key trends. It includes planning appropriate learning goals to cater to the developmental needs of children, and initiating new ways of customising developmentally appropriate teaching and learning approaches. It also involves modelling and helping colleagues improve and refine the curriculum, to cater to the needs of the child.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The relevant curriculum frameworks utilised in Singapore • Current research and key trends in early childhood education pedagogy, and teaching and learning approaches • Strategies to customise teaching and learning approaches to cater to the developmental needs of children • Aspirations of parents and the needs of the children attending the centre 		
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"> • Evaluate and customise and refine a range of teaching and learning approaches to foster children's learning • Apply knowledge of child development, pedagogy and the children they teach to plan appropriate learning goals for the children individually and collectively • Apply knowledge of early childhood education pedagogy and current research to support and refine teaching and learning approaches 		
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"> • Initiate new ways to customise developmentally appropriate teaching and learning approaches, aligned to curriculum frameworks 		
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"> • Model and help colleagues improve and refine the curriculum, aligned to the needs of the child 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on effectiveness of customised teaching and learning approaches aligned to curriculum frameworks 		

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<i>outside of one's area of work.</i>	
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Relevant curriculum frameworks must include:</p> <ul style="list-style-type: none"> • Nurturing Early Learners: A Curriculum Framework for Kindergartens in Singapore • Nurturing Early Learners Framework for Mother Tongue Languages

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		Sub-Skill Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Customise Strategies to Observe and Document Children’s Learning (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to customise strategies to observe and document children’s learning. This includes reviewing strategies of observation and documentation, by reflecting on the impact of using customised tools, and adapting these to aid teachers in their reflections of own practices in observation and documentation of children’s learning. It also includes planning strategies to promote effective use of teaching and learning resources, and facilitating conversations to design and select new teaching and learning resources.		
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"> • Factors to consider in selecting tools to guide observation and documentation of children’s learning • How to promote peer observation • Current research and key trends in assessment for, and of, children’s 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"> • Refine and strengthen observation and documentation of children’s learning • Adapt tools to aid teachers in their reflection of own practices • Plan strategies to promote the effective use of existing teaching and learning resources • Facilitate conversations to design and select new teaching and learning 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 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"> • Lead discussions on peer observations, and to review and customise strategies to observe and document children’s learning 		
Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on the impact of using customised tools for observation and documentation of children’s learning 		

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Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Factors to consider in selection of tools to guide observation and documentation of the children's learning may include, but are not limited to: <ul style="list-style-type: none">• Whether the scope and design of the tool address the identified focus• Consistency in measurement of qualities• Clear instructions and directions for use
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Skill Code	ECC-DCH-5015-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Engage Children Meaningfully Through the Co-design of Centre's Curriculum and Use of Appropriate Pedagogy (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to co-design integrated and effective systems of curriculum, assessment and programme development with the Lead Teacher and Centre Leader, for meaningful engagement with children. It includes developing and helping children achieve appropriate learning objectives through programmes and activities, based on the centre's learning goals. It also involves facilitation of discussions and gathering of feedback from colleagues to ensure effectiveness of the centre's curriculum in alignment with its vision, mission and values, and the appropriateness of adopted pedagogy.		
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 links between curriculum, pedagogy, assessment and programme evaluation • Approaches to curriculum design • Factors to consider in selecting appropriate pedagogy and adapting curricula and programmes • Effective curriculum implementation • The process of designing and implementing curricula that build the foundation for children to achieve the Key Stage Outcomes of Pre-school Education, as described in the Nurturing Early Learners (NEL) framework 		
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-develop an integrated and effective system of curriculum, assessment and programme development with the Lead Teacher and Centre Leader • Apply the guiding principles to develop and implement curricula and programmes in the co-design of curricula and programmes • Develop appropriate learning objectives for curricula and programmes, based on the centre's learning goals • Design programmes and activities to help children achieve the learning objectives • Implement curricula that engage children meaningfully • Develop curricula that build the foundation for children to achieve the Key Stage Outcomes of Pre-school 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</i>	N/A		

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<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"> Facilitate discussions and gather feedback from colleagues on the effectiveness of curriculum customisation , use of appropriate pedagogy, and alignment of curricula to the centre's vision, mission and values
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> Initiate action research in relation to curricula and pedagogy Keep abreast of current research and key trends on effective curricula and appropriate pedagogy Reflect on effectiveness of curriculum customisation, use of appropriate pedagogy, and alignment of curricula to the centre's vision, mission and values
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Approaches to curriculum design may include, but is not limited to: <ul style="list-style-type: none"> Identifying a problem, or a need Examining the particular needs of learners Developing goals and measurable learning objectives Devising steps for implementation Considering evaluation and feedback <p>The factors to consider in selecting appropriate pedagogy and adapting curricula and programmes may include, but are not limited to:</p> <ul style="list-style-type: none"> Quality, comprehensiveness and appropriateness of curricula and programmes Curricula and programmes' fit with centre's broader goals, standards and programme values Significant predictors of positive development and learning, based on research Factors that contribute to each child's development The social and cultural background of each child

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Skill Code	ECC-DCH-5016-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Evaluate Differentiated Teaching and Learning Strategies to Meet the Diverse Needs of Children (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to design, reflect on and evaluate the effectiveness of teaching and learning strategies, methods and activities to suit the diverse needs of children and address feedback from colleagues and recommendations from professionals who work with children. It includes recognising risk factors, delays or disabilities and forging partnerships with professionals to support children with diverse needs. It also involves guiding teachers in the implementation of differentiated learning strategies and sharing with teachers current trends in nurturing children with diverse needs.		
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 diverse needs of children • Effective strategies for differentiated learning • Strategies to guide teachers in implementing differentiated teaching and learning • Current research and key trends in differentiated learning strategies and working with children with diverse needs • Evidence-based best practices related to inclusion 		
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 a variety of teaching and learning methods and activities • Design, reflect on, review and evaluate teaching and learning strategies to suit the needs of each child • Refine differentiated learning strategies to suit the diverse needs of children • Forge partnerships with other professionals, who work with children, to support children with diverse needs • Recognise risk factors, delays or disabilities that may indicate a need for special services • Guide teachers in the implementation of differentiated learning 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"> • Initiate new ways of engaging children with diverse needs, based on research, observations and recommendations from other professionals who work with children 		
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"> • Share with teachers current trends in nurturing children with diverse needs • Gather feedback from colleagues to review differentiated learning strategies 		

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<i>professional codes of ethics.</i>	
<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 current research and key trends on strategies for facilitating optimal development • Reflect on effectiveness of teaching and learning methods and activities
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>The diverse needs of children may include, but are not limited to:</p> <ul style="list-style-type: none"> • Learning abilities • Learning styles • Medical, behavioural, developmental, learning or mental health issues • Culture, language, religion and family background <p>Professionals who work with children may include, but are not limited to:</p> <ul style="list-style-type: none"> • Psychologists • Early intervention specialists • Child welfare workers • Speech therapists • Occupational therapists

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Skill Code	ECC-DCH-5017-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Curriculum and Pedagogy
Skill	Lead in Integrating the Core Values of Early Childhood Education Within Curricula and Programmes at the Centre		
Skill Description	This skill describes the ability to lead colleagues in integrating the core values of early childhood education within the design and implementation of centre-wide curricula and programmes, based on up-to-date, evidence-based research. It includes working with the Lead Teacher and Centre Leader in the evaluation of values-driven curricula and programmes, designing and implementing innovations in pedagogy to enhance the integration of the core values of early childhood education within centre-wide curricula and programmes, and modelling values-driven lessons to demonstrate and guide teachers in the appropriate use of teaching strategies and/or management techniques.		
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 nuance of the core values of early childhood education in the curricula and programmes at the centre • Strategies to integrate the core values of early childhood education within centre-wide curricula and programmes 		
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 the Lead Teacher and Centre Leader in integrating the core values of early childhood education into centre-wide curricula and programmes • Work with the Lead Teacher and Centre Leader to design and implement centre-wide curricula and programmes that inculcate the core values of early childhood education • Work with the Lead Teacher and Centre Leader to evaluate values-driven curricula and programmes within the centre 		
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"> • Design and implement innovations in pedagogy to enhance the integration of the core values of early childhood education within centre-wide curricula and programmes 		
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"> • Model and support colleagues as they acquire skills to integrate values education into teaching and learning approaches • Model values-driven lessons to demonstrate and guide teachers in the appropriate use of teaching strategies or management techniques 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Stay up-to-date on evidence-based research that informs the practice of integrating the core values of early childhood education within centre-wide 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>The nuance of the core values of early childhood education in the curricula and programmes may include, but is not limited to:</p> <ul style="list-style-type: none"> • Selecting relevant examples • Considering how the children learn • Taking into account how the children might understand or interpret a core value <p>Centre-wide curricula and programmes that inculcate the core values of early childhood education include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Character and citizenship education • Moral education • Social-emotional development programmes • Learning dispositions

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Skill Code	ECC-DCH-5018-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Learning Environment
Skill	Design Quality Learning Environments (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to facilitate the design of indoor and outdoor learning environments which build the child's confidence. It includes modelling and mentoring colleagues on the strategies for creating positive indoor and outdoor learning environments that are responsive to the needs of the child, as well as reflecting on and evaluating the effectiveness of the learning environments in alignment to the centre's vision, mission and values.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The features of a quality learning environment • The features of learning environments that support integrated approaches to learning, and encourage children to take responsibility for their learning • Strategies to evaluate the effectiveness of learning environments in alignment to the centre's vision, mission and 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"> • Facilitate the design of indoor and outdoor learning environments, which build children's confidence to face risks and challenges • Facilitate the design of learning environments that are engaging, stimulating and challenging for children • Evaluate the effectiveness of learning environments in alignment to the centre's vision, mission and values 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Model and mentor colleagues as they create positive indoor and outdoor environments • Model strategies for and help colleagues understand methods for creating learning environments that are responsive to the needs of the child 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on effectiveness of the learning environments designed 		

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Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Features of quality learning environments must include, but are not limited to the following qualities: <ul style="list-style-type: none">• Is responsive to children’s needs• Enhances children’s learning meaningfully and creatively• Provides opportunities for critical thinking and engagement
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Skill Code	ECC-DCH-5019-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Interactions and Relationships
Skill	Model trusting, respectful relationships with children through positive interactions with them		
Skill Description	This skill describes the ability to model trusting, respectful relationships with children by establishing a nurturing, emotional and interactional environment. This includes modelling awareness and sensitivity to diversity in children's ethnic and religious backgrounds, as well as commitment to respectful relationships and engagement with children. It also involves utilising child observation and assessment to individualise, and improve, interactions with children, reviewing and refining strategies for assessing the on-going use of appropriate communication with children, as well as sharing evidence-based research on best practices in fostering trusting, respectful relationships with children in a learning community.		
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 establishing trusting, respectful relationships with children • Indicators of a nurturing, emotional and interactional environment 		
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"> • Monitor the environment for practices that nurture trusting, respectful relationships with children • Model and adapt positive interactions with each child, based on each child's unique personality, behaviour style and temperament • Utilise child observation and assessment to individualise and improve interactions with children • Model the creation and sustaining of a nurturing, emotional and interactional environment that provides security for children • Review and refine strategies for planning, implementing, and assessing the on-going use of appropriate verbal and non-verbal communication with children • Monitor and refine strategies for achieving respect for diversity in children's culture, language and religion in all interactions 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Share evidence-based research on best practices related to 		

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<p><i>use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>establishing trusting, respectful relationships with children</p> <ul style="list-style-type: none"> • Model awareness and sensitivity to diversity in children’s cultural, language, and religious backgrounds • Model commitment to respectful relationships and engagement with children
<p>Learning to Learn <i>It refers to the ability to develop and improve one’s self within and outside of one’s area of work.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Engage in a professional and/or networked learning community to exchange and disseminate good practices in fostering trusting, respectful relationships with children • Stay up-to-date on evidence-based research on fostering and sustaining trusting, respectful relationships with children
<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>Indicators of a nurturing emotional and interactional environment may include, but are not limited to:</p> <ul style="list-style-type: none"> • Teachers displaying sensitivity to each child’s needs • Teachers recognising each child’s unique personality, behavioural style, temperament, strengths and interests • Teachers nurturing respect for diversity in children’s culture, language and religion in all interactions • Teachers responding promptly, appropriately and consistently to the needs of each child • Teachers offering predictable daily routines and interactions

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Skill Code	ECC-DCH-5020-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Health, Safety and Nutrition
Skill	Advocate Appropriate Course of Action for the Protection of Children (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to advocate appropriate courses of action to protect and support children; guide teachers in recognising emotional stress, abuse or neglect in children and seek professional guidance and/or advice from external agencies, specialists and other stakeholders where needed. It also includes advocating management of own emotions when supporting children, and reflecting on own effectiveness in identifying and applying the appropriate positive guidance techniques to support children's emotional development.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Signs and symptoms of emotional stress, abuse or neglect in children • The importance of protection of children • Different ways in which children can be harmed • Child protection procedures • Practices and situations which violate the safety and well-being of children • Strategies to advocate appropriate courses of action for the protection of children • Protocols for escalation and reporting 		
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"> • Recognise emotional stress, abuse or neglect in children and seek professional guidance/advice where needed • Guide teachers on appropriate courses of action to protect and support children experiencing emotional stress, abuse or neglect 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	N/A		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work with external agencies, specialists and other stakeholders to protect and support children experiencing emotional stress, abuse or neglect 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Reflect on own effectiveness in identifying and applying the appropriate positive guidance techniques to support children's 		

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<i>outside of one's area of work.</i>	<p>emotional development</p> <ul style="list-style-type: none"> • Reflect on management of own emotions when supporting children experiencing emotional stress, abuse or neglect • Obtain feedback from colleagues to improve one's skill in applying the positive guidance techniques
<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>Child protection procedures must include, but are not limited to:</p> <ul style="list-style-type: none"> • Actions to take in response to the abuse of a child within the centre • Procedures for recording and reporting

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Skill Code	ECC-DCH-5021-1.1	Skill Category	Developing the Child Holistically
		Sub-Skill Category <i>(where applicable)</i>	Health, Safety and Nutrition
Skill	Advocate a Safe and Healthy Environment within the Centre (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to work with the Centre Leader to advocate a safe and healthy environment within the centre by disseminating information on, and iterating the importance of, optimal health and safety guidelines to the staff, conducting periodic reviews of health and safety guidelines, guiding colleagues to execute procedures for illnesses, accidents and emergencies, including appropriate response procedures (including emotional support) to emergencies and co-planning and conducting regular emergency drills. It also includes ensuring new, or relief, educators are informed of specific arrangements for children to ensure stability and consistency of care and facilitating professional discussions with staff to evaluate existing procedures.		
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"> • Health, safety, nutritional and hygiene standards • Ways to support the Centre Leader in strategies to advocate a safe and healthy environment within the centre 		
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 the Centre Leader to disseminate information on, and iterate the importance of, optimal health and safety guidelines to the staff • Guide colleagues in the execution of procedures for illnesses, accidents and emergencies • Co-lead with the Centre Leader in periodic reviews of health and safety guidelines, based on feedback given by colleagues • Ensure new, or relief, educators are informed of specific arrangements for children to ensure stability and consistency of care • Plan and inform others of appropriate response procedures (including emotional support) in the event of emergencies • Co-plan and conduct regular emergency drills 		
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 understand:</p> <ul style="list-style-type: none"> • Initiate ways to ensure the safety of the centre and children, based on observations and research on best practices for safety 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity</i>	N/A		

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<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"> • Maintain knowledge of correct procedures for responding to illnesses, accidents, and emergencies • Facilitate professional discussions with staff to evaluate existing procedures for illnesses, accidents and emergencies
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Safety and hygiene standards must include, but are not limited to: <ul style="list-style-type: none"> • Workplace Safety and Health Act • Child Care Centres Act • ECDA Assessment of Licensing Standards in Child Care Centres • ECDA Guidelines for Centre Based Infant/Toddler Care Services • Child Protection Act

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Skill Code	ECC-CFC-5003-1.1	Skill Category	Collaborating with Families and Community
		Sub-Skill Category <i>(where applicable)</i>	Family and Community Partnerships
Skill	Develop Strategies to Establish Partnerships and Collaborations with Families and Community Stakeholders (Senior Pre-school Teacher)		
Skill Description	<p>This skill describes the ability to develop strategies to establish partnerships and collaborations with families and community stakeholders. This includes designing activities and resources, planning and implementing platforms to exchange information, obtaining feedback on strategies, helping teachers develop and refine skills on involving families, identifying and addressing systemic barriers, documenting interactions with families and facilitating community engagement. It also includes working with the Centre Leader and Lead Teacher to build a sense of community amongst the children, families and community stakeholders to develop and implement centre-wide plans for collaboration with families, foster an atmosphere of respect for and acceptance of families within the centre and ensuring that opportunities for collaboration are sensitive to stakeholders' schedules, values, and cultural practices.</p> <p><i>The Senior LSEd* will also engage multi-disciplinary stakeholders.</i></p>		
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"> • Strengths and needs of families in early childhood education settings • Strategies to engage families and community stakeholders • Systemic barriers to effective communication • Challenges faced by educators in establishing partnerships with families and community stakeholders • Strategies to document interactions with families 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work with the Centre Leader and Lead Teacher to build a sense of community amongst the children, families and community stakeholders • Work with the Centre Leader and Lead Teacher to develop and implement centre-wide plans for collaboration with families • Design activities and resources that support the primary role of families in children's education and care • Plan and implement a variety of platforms for teachers and families to exchange information • Obtain feedback on strategies implemented to establish partnerships with families and community stakeholders • Work with teachers to identify and address systemic barriers against effective communication with families and community stakeholders • Document interactions with families • Help teachers develop and refine skills for involving families in daily 		

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	activities and the centre's programmes
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"> • Participate in efforts to establish and strengthen a comprehensive system that encompasses early care and education and community resources • Initiate new strategies to engage families and community stakeholders
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"> • Foster an atmosphere of respect for, and acceptance of, families within the centre • Facilitate engagement amongst children, families and community stakeholders through discussions and community events • Ensure that collaborative opportunities are sensitive to stakeholders' schedules, values, and cultural practices
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	Systemic barriers to effective communication may include, but are not limited to: <ul style="list-style-type: none"> • Physical • Perceptual • Emotional • Socio-cultural • Language • Interpersonal • Psychological Activities and resources that support the primary role of families in children's education and care may include, but are not limited to: <ul style="list-style-type: none"> • Parenting toolkit • Take-home activity to encourage family-child interaction • Parenting tips, resources and articles on parenting and child Platforms for teachers and families to exchange information may include, but are not limited to: <ul style="list-style-type: none"> • Orientation and parent-teacher meetings • Bulletin boards and newsletters • Social events, forums and parent education programmes • Programme handbook • Daily communications journal

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

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Skill Code	ECC-CFC-5004-1.1	Skill Category	Collaborating with Families and Community
		Sub-Skill Category <i>(where applicable)</i>	Family and Community Partnerships
Skill	Lead in Implementing Collaborative Efforts Amongst Families and Community Stakeholders (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to lead in implementing collaborative efforts amongst families and community stakeholders and building relationships with community stakeholders to benefit children and families. It includes creating opportunities for stakeholder's involvement in centre-wide projects, co-evaluating the home-school-community partnership platforms and working with stakeholders to conceptualise programmes. It also includes co-facilitating the exchange of professional ideas amongst colleagues and community stakeholders.		
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 understand¹:</p> <ul style="list-style-type: none"> • Community stakeholders and available resources that can benefit children and families • Communication techniques to facilitate discussions • Strategies for leading teams in planning collaborative classroom and centre-wide projects with community stakeholders • Strategies for effective project 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"> • Lead teams in planning and implementing collaborative centre-wide projects • Lead in creating opportunities for stakeholders' involvement in the centre's programmes and activities • Co-evaluate home-school-community partnership platforms and models within the centre and in the wider community 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Work with community stakeholders to conceptualise programmes that nurture children's development 		
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"> • Co-facilitate the exchange of professional ideas among colleagues and community stakeholders • Build relationships with community stakeholders over the span of the collaboration 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Stay informed about current research and literature on home-centre-community partnerships 		

¹ <http://managementcontinuity.com/images/Allen1.pdf>

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<i>outside of one's area of work.</i>	
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 for leading teams in planning collaborative classroom and centre-wide projects with community stakeholders may include, but are not limited to:</p> <ul style="list-style-type: none"> • Delegating duties and responsibilities, taking into consideration the competencies of individual team members • Communicating to team members the importance and interdependence of each member's role • Promoting the benefits of diversity within the team • Communicating thoughts and feelings to justify a position and responsibilities assigned to team members • Involving team members in the planning of work activities, to promote ownership and commitment to work plans • Providing opportunities for team members to contribute ideas and skills • Maintaining positive relationships amongst team members • Providing resources, assistance and support needed by team members to complete projects or work activities

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Skill Code	ECC-BPC-5004-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	Professional Mastery
Skill	Mentor Teachers to Enhance Their Daily Practice		
Skill Description	This skill describes the ability to mentor teachers by engaging in professional conversations to identify areas for enhancement in daily practice. It includes role-modelling and providing pertinent inputs to colleagues to support their engagement in continuous learning and reflective practice and sharing of experiences in teaching, learning, and care-giving approaches. It also includes maintaining documentation of professional development activities.		
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 mentoring process • Mentoring strategies • Specific descriptions and responsibilities of a mentor as specified by the centre • Methods to evaluate the mentoring processes • Areas for pre-school teachers to be mentored in to enhance their daily practice 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Mentor pre-school teachers in identified areas to enhance their daily practice • Communicate the importance of reflective practice • Create opportunities for reflective practice • Maintain documentation of professional development activities involving the mentor and mentee • Provide critical input to colleagues to support their engagement in continuous learning and reflective practice 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	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"> • Share personal experiences and teaching and learning approaches to support pre-school teachers' development 		
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>	<p>The ability to:</p> <ul style="list-style-type: none"> • Model reflective practice and commitment to continuous learning • Engage pre-school teachers in professional conversations focused on enhancing daily practice 		

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<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>The mentoring process must include, but is not limited to:</p> <ul style="list-style-type: none"> • Identifying areas of to be mentored in • Setting goals for each session • Documenting goals, progress, discussion points, reflections, applications of learning and areas of growth <p>Mentoring strategies may include, but are not limited to:</p> <ul style="list-style-type: none"> • Building trust and rapport • Setting parameters and expectations • Being an active listener • Asking effective questions <p>Methods to model commitment to continuous learning may include, but are not limited to:</p> <ul style="list-style-type: none"> • Leading and attending workshops and /courses • Teaching and enrolling in classes • Developing and experimenting with new teaching, learning and care-giving practices • Reading articles in professional journals <p>Areas for teachers to be mentored in to enhance their daily practice may include, but are not limited to:</p> <ul style="list-style-type: none"> • Observing and documenting children’s learning, to appropriately determine and assess variations in developmental levels • Customising teaching and learning approaches aligned to curriculum frameworks • Customising curricula and programmes • Designing quality learning environments • Taking appropriate courses of action for the protection of children • Executing procedures for illnesses, accidents and emergencies • Communicating effectively with families • Reflecting on personal philosophy of Early Childhood Education • Aligning one’s daily work to the centre’s long term objectives • Working together as a team

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Skill Code	ECC-BPC-5005-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	Professional Mastery
Skill	Contribute to Fostering a Culture of Continuous Learning (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to contribute to fostering a culture of inquiry and continuous learning. It includes modelling and advocating the importance of developing and implementing one's professional development plan, making recommendations for relevant continuing professional development opportunities, and co-organising regular sharing sessions for teachers. It also includes conducting learning needs analyses with teachers to encourage professional growth, acquisition and application of new knowledge and skills, and monitoring and evaluating the progress and effectiveness of teachers' professional 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"> • The importance of developing and implementing professional development plans • Strategies for identifying learning gaps • The value of conducting learning needs analyses with others • Methods for conducting learning needs analyses with others • Methods for evaluating progress and training effectiveness 		
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"> • Advocate the importance of developing and implementing own professional development plan • Conduct learning needs analyses with teachers to encourage acquisition and application of new knowledge and skills, and promote their professional growth • Make recommendations to the Centre Leader on relevant continuing professional development opportunities for teachers, based on learning needs analyses • Monitor and evaluate progress and effectiveness of training attended by teachers • Co-organise regular sharing sessions for teachers to share their knowledge and experience with others 		
Innovation and Value Creation <i>It refers to the ability to generate purposive ideas to improve work performance and/or enhance business values that are aligned to organisational goals.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Contribute to fostering a culture of inquiry and continuous improvement 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in</i>	N/A		

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<i>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"> • Model reflective practice and commitment to continuous learning
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 for identifying learning gaps may include, but are not limited to:</p> <ul style="list-style-type: none"> • Gathering feedback from the colleagues across all levels to determine the level of learning attributes that currently exist • Using a top-down and bottom-up approach to determine the desired traits for learning and development based on individual and business needs • Performing an analysis of current culture attributes with expected culture • Attributes and benchmarks of comparable organisations • Presenting and documenting findings to management and other key stakeholders <p>Methods to evaluate progress and training effectiveness:</p> <ul style="list-style-type: none"> • Pre and post-course evaluation • Professional conversations • Documentation of learning • Reflection journals

Remarks:

This Skill Standard should be referenced together with:

- **LPM-DEV-301C-0** Develop and motivate team members through capability development
- **BM-SPI-304E-1** Display critical thinking and analytical skills

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Skill Code	LPM-DEV-301C-0	Skill Category	Develop People
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Develop and Motivate Team Members through Capability Development		
Skill Description	This skill describes the ability to identify and address team members' skill development needs to enhance team capability. It also includes motivating team members' independent 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 the identification of individual capability development requirements • Organisational policies and procedures relating to employee capability development • Relevant professional or industry codes of practice and standards relating to capability development management as a team leader • Communication channels relevant for disseminating capability development information • Market trends and developments on new and emerging skill requirements and learning and development 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Review business plans of the team and organisation to identify new and emerging skill requirements • Communicate team performance expectations, and work with team members to identify current and future skill requirements • Translate team members' skill requirements into learning and development plans, to facilitate training and development implementation • Identify learning and development opportunities to support the development of team members' skills • Encourage and support team members in identifying, developing and sharing their skills and experiences to improve their capabilities and performance, and thereby enhance team effectiveness 		
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 the team's capability development approach, 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</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Demonstrate empathy by understanding team members' performance lapses, and encouraging them to learn from mistakes to improve future performance 		

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<i>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"> • Engage in regular self-reflection to identify own areas for improvement in motivating team learning • Improve own ability to motivate team learning by subscribing to diverse learning channels and participating in peer discussion platforms to enhance workplace performance
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A

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Skill Code	BM-SPI-304E-1	Skill Category	Planning and Implementation
		Sub-Skill Category <i>(if applicable)</i>	
Skill	Display Critical Thinking and Analytical Skills		
Skill Description	This skill describes the ability to apply critical thinking and analytical skills for problem-solving. It includes challenging and rethinking ideas, analysing business issues to put forth recommendations to stakeholders and enhancing creative thinking among team members.		
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"> • Methods for applying logical inquiry to issues • Barriers to creativity • Ways in which people may contribute to the critical thinking and analysis process 		
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"> • Analyse business issues through the use of critical thinking, to make recommendations to relevant stakeholders 		
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"> • Challenge and rethink ideas, and provide insights to relevant stakeholders, for continuous business 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>	The ability to: <ul style="list-style-type: none"> • Make recommendations that are attuned to the needs of relevant stakeholders and aligned to organisational objectives, by exercising empathy and organisational awareness, to close the gaps 		
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"> • Develop a critical thinking mindset when dealing with business issues, to improve the organisation's business practices • Demonstrate problem-solving skills within own scope of work to improve productivity and own work performance • Enhance creative thinking skills among team members to foster innovation and improve organisational performance 		

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Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A
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Skill Code	ECC-BPC-5006-1.1	Skill Category	Building Professional Capacity
		Sub-Skill Category <i>(where applicable)</i>	Professional Values and Ethics
Skill	Advocate Ethical Behaviour and Professionalism Among Colleagues (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to create awareness of ethical behaviour and professional responsibilities to families, colleagues and the community by demonstrating and articulating ethical behaviour and professionalism among colleagues, and to advocate the AECES Code of Ethics. It also includes engaging colleagues in discussions to provide a framework for informed choices when dealing with ethical dilemmas.		
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"> Strategies to be effective advocates of 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>	The ability to: <ul style="list-style-type: none"> Role model ethical behaviour and professionalism Articulate the AECES Code of Ethics to create awareness of the professional responsibilities to families and the community 		
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"> Guide colleagues on ethical conduct, professional integrity, and the core values of the AECES Code of Ethics 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	The ability to: <ul style="list-style-type: none"> Reflect on ethical behaviour and professionalism among families, colleagues and the community Engage in discussions that provide a framework for colleagues to make informed choices when faced with an ethical dilemma 		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and</i>	Strategies to be effective advocates may include, but are not limited to: <ul style="list-style-type: none"> Strong communication skills (e.g. listening, compromise, body language, negotiation, etc) 		

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*contexts that the skill
may be demonstrated.*

- Self-awareness (e.g. support needs, responsibilities, etc)
- Understanding of rights (e.g. personal rights, child's rights, available resources, etc)

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Skill Code	ECC-BOC-5003-1.1	Skill Category	Building Organisational Capacity
		Sub-Skill Category <i>(where applicable)</i>	Teamwork and Collaboration
Skill	Foster a Culture of Collaboration (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to foster a culture of collaboration within the centre to develop a collaborative framework by communicating ideas and information using appropriate methods, respecting and welcoming diverse views from colleagues, and establishing and maintaining collaborative and productive workplace relationships.		
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 for fostering a culture of collaboration • Frameworks for collaboration • Strategies for guiding pre-school teachers to contribute to fostering a culture of collaboration 		
Application and Adaptation <i>It refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Contribute to the development of a framework to foster a culture of collaboration 		
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"> • Communicate ideas and information using appropriate methods • Respect and welcome diverse input and ideas from colleagues • Establish and maintain collaborative and productive workplace relationships 		
Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i>	N/A		
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	<p>Strategies to foster a culture of collaboration may include, but are not limited to:</p> <ul style="list-style-type: none"> • Understanding the existing culture • Identifying aspects of the underlying assumptions that serve the core mission of the centre and the needs of the children • Reinforcing aspects that support development of a collaborative 		

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	<p>culture</p> <ul style="list-style-type: none"> • Developing structures and relationships that support collaboration, and the development of a professional community <p>A framework for collaboration may include, but is not limited to:</p> <ul style="list-style-type: none"> • Purpose of collaboration • Interaction between different factors in fostering a culture of collaboration • Cultural elements, including trust, sharing, goals, innovation, environment and communication <p>Communicating ideas and information using appropriate methods may include, but are not limited to:</p> <ul style="list-style-type: none"> • Identifying relationship dynamics among colleagues • Using appropriate communication approaches with reference to social and cultural differences
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Remarks:

This Skill Standard should be referenced together with:

- **ES-IP-302G-1** Facilitate effective work teams.
- **ES-IP-301G-1** Facilitate effective communication and engagement at the workplace
- **ES-PMD-303G-1** Apply emotional competence to manage self and team at the workplace
- **ES-ACE-302G-1** Solve problems and make decisions at supervisory level

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Skill Code	ES-IP-302G-1	Skill Category	Relationship and People Management
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Facilitate Effective Work Teams		
Skill Description	This skill describes the ability to facilitate work team activities and improve teams' performance by promoting ownership and commitment among team members. It also includes working on goals and setting targets, maintaining positive relationships and providing support and opportunities for individual and team contributions.		
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 rationale for communicating thoughts and feelings to justify a position, and responsibilities assigned to team members • The importance of the different roles in a team for achieving team goals and objectives • Principles for setting goals and targets for individuals and teams • Characteristics of diversity and its impact on the relationships among team members • The importance of creating opportunities for team members to contribute ideas and skills • Differences between constructive and destructive criticism • Communication techniques for facilitating discussions 		
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 resources, assistance and support needed by team members to complete projects or work activities • Analyse project control reports and performance assessment results to ascertain team performance, and provide feedback and criticism to team members using appropriate communication techniques • Involve team members in planning work activities, to promote ownership and commitment to work plans • Delegate duties and responsibilities, taking into consideration the competencies of individual team members 		
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"> • Provide opportunities for team members to contribute ideas and skills, and maintain positive relationships among them 		
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"> • Provide, and clarify with team members, work-related information, using appropriate communication techniques • Communicate thoughts and feelings to justify a position and responsibilities assigned to team members, and persuade and influence them 		

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<i>professional codes of ethics.</i>	<ul style="list-style-type: none"> • Communicate to team members the importance and interdependence of each role, and promote the benefits of diversity within the team • Communicate, and agree, on individual and team goals, and targets to be achieved • Communicate team performance, and related issues of concern, to management, and provide recommendations to address them
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"> • Respond to criticism to provide possible resolutions and seek improvement
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A

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Skill Code	ES-IP-301G-1	Skill Category	Relationship and People Management
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Facilitate Effective Communication and Engagement at the Workplace		
Skill Description	This skill describes the ability to promote the use of effective communication within a team. It also includes conflict resolution and negotiation, as well as building rapport with colleagues, stakeholders and customers.		
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"> • Barriers to effective communication • Methods to coach staff in using effective communication techniques • Organisational and professional standards relating to communication • Ways in which various types of diversity issues affect communication and negotiation with others in the workplace • Ways to validate information and history of conflict • Possible causes, sources and benefits of conflict • Sources of additional information, expert advice and mediation to assist in conflict issues, and assessment of conflict situations • Conflict resolution approaches and their characteristics • Appropriate communication techniques for conflict resolution and negotiation and their characteristics • Negotiation styles and their characteristics • Ways to confirm resolution of conflict and types of agreed follow-up actions 		
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"> • Maintain channels of communication to update staff on the latest and relevant work-related information, according to organisational communication policies and procedures • Promote effective communication among staff, taking into account diversity issues • Assess conflict situations, and develop appropriate conflict resolution strategies, to negotiate towards mutually 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"> • Seek opportunities for growth and innovation and new ways of thinking, as well as additional management options 		
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"> • Communicate organisational communication policies and procedures to staff, and monitor their compliance • Use appropriate communication techniques and tools to suit different 		

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<i>and diversity management guided by professional codes of ethics.</i>	communication styles in formal and informal settings
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"> • Resolve conflict using appropriate conflict resolution strategies, approaches and techniques
Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i>	N/A

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Skill Code	ES-PMD-303G-1	Skill Category	Personal Management and Development
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Apply Emotional Competence to Manage Self and Team at the Workplace		
Skill Description	This skill describes the ability to apply self-awareness techniques and model Emotional Intelligence principles, to facilitate an understanding and management of oneself and others in a team. It also includes cultivating a positive emotional culture at the workplace.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • Differences between Cognitive Intelligence and Emotional Intelligence • Aspects of Emotional Intelligence • Domains of Emotional Intelligence and their applications • Methods for developing Emotional Intelligence • Importance of Emotional Intelligence to a supervisor • Benefits of applying Emotional Intelligence at work • Different platforms for facilitating expression of thoughts and feelings by team members • Importance of developing Emotional Intelligence to build positive relationships • 		
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"> • Assess team members' emotional states and respond appropriately to emotional cues, taking into consideration the different cultures and backgrounds of team members 		
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"> • Promote a positive emotional climate at the workplace 		
Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i>	<p>The ability to:</p> <ul style="list-style-type: none"> • Model behaviours that demonstrate Emotional Intelligence in practice • Demonstrate flexibility and adaptability in dealing with team members and making decisions, taking their emotions into account • Provide opportunities for team members to express their thoughts and feelings, and assist them in understanding the effects of their behaviour and emotions on others at the workplace • Encourage team members to develop their own Emotional Intelligence to build positive relationships with one another and facilitate achieving 		

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	team goals
<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"> • Recognise own emotional states, their causes and effects on own, and team's, performance and interpersonal relationships at the workplace • Conduct self-reflection and gather feedback from team members to identify personal strengths and weaknesses for development of own Emotional Intelligence
<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>	N/A

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Skill Code	ES-ACE-302G-1	Skill Category	Analytical, Conceptual and Evaluative Skills
		Sub-Skill Category <i>(where applicable)</i>	
Skill	Solve Problems and Make Decisions at Supervisory Level		
Skill Description	This skill describes the ability to work with a team of subordinates in practising problem-solving and decision-making. It also includes anticipating and identifying potential problems, facilitating team's efforts to resolve problems, making appropriate decisions and seeing implementation plans through.		
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 information to be gathered and analysed, to identify and confirm a problem • Characteristics of appropriate problem-solving tools and techniques • Idea-generation techniques and their characteristics • Types of value and impact to be evaluated when selecting ideas • Techniques for managing team conflicts in decision-making processes • Factors affecting the effectiveness of implementation plans • Advantages and disadvantages of the various methods for gathering feedback from relevant sources • Methods used to identify deficiencies in implemented solutions and implementation plans, and their characteristics 		
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 symptoms that could lead to potential problems at the workplace, using appropriate tools and techniques • Apply logical deduction to anticipate and detect problems at the workplace, based on symptoms and relevant information gathered • Analyse relevant information surrounding the perceived problems and identify the exact problem, using elimination processes, objective reasoning or process questioning • Analyse the root cause) of problems at the workplace, using appropriate problem-solving tools and techniques • Develop implementation plans that address the root causes of the problems, and consider their impact to self and team at the workplace • Evaluate the effectiveness of the implemented solutions and implementation plans by analysing feedback gathered from relevant sources 		
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"> • Select a solution from among shortlisted ones, collectively with team members, using appropriate evaluative techniques and criteria • Formulate and execute modifications to restore and/or enhance effectiveness of implemented solutions and implementation plans 		

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<p>Social Intelligence and Ethics <i>It refers to the ability to use affective factors in leadership, relationship and diversity management guided by professional codes of ethics.</i></p>	<p>The ability to:</p> <ul style="list-style-type: none"> Facilitate generation of solutions to solve problems by encouraging creativity among team members
<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"> Review the effectiveness of modifications made, and analyse learning points and best practices that can be used for future reference
<p>Range of Application <i>(where applicable) It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>N/A</p>

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Skill Code	ECC-BOC-5004-1.1	Skill Category	Building Organisational Capacity
		Sub-Skill Category <i>(where applicable)</i>	Visioning and Planning
Skill	Collaborate with the Centre Leader, Lead Teacher and Centre Staff to Align Short-term and Long-term Goals to the Vision, Mission and Values of the Centre (Senior Pre-school Teacher)		
Skill Description	This skill describes the ability to collaborate with various staff members to articulate and align programmes and goals to the centre's vision, mission and values. It involves fostering shared vision and mission among staff, guiding teachers to ensure alignment of their daily work to the centre's long term objectives, and co-facilitating reviews to ensure relevance of the centre's vision, mission and values.		
Knowledge and Analysis <i>It refers to gathering, cognitive processing, integration and inspection of facts and information required to perform the work tasks and activities.</i>	<p>The ability to understand:</p> <ul style="list-style-type: none"> • The importance of leadership in establishing the vision, mission and values of the centre • The importance of gathering feedback to ensure the relevance of the centre's vision, mission and values • How to support strategies for translating the vision, mission and values into specific goals and strategic 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"> • Ensure that the centre's programmes and goals are in alignment with the centre's vision, mission and values and to provide feedback to centre leader • Articulate the links between programmes and the vision, mission and values of the centre • Support the implementation of strategies for achieving long-term goals • Co-facilitate discussions, during periodic reviews, to ensure that the centre's vision, mission and values are still relevant for current challenges and environment • Guide teachers on aligning their daily work to the centre's long-term objectives 		
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"> • Foster shared vision and mission among staff, through formal and informal contact with them 		

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<p>Learning to Learn <i>It refers to the ability to develop and improve one's self within and outside of one's area of work.</i></p>	<p>N/A</p>
<p>Range of Application <i>(where applicable)</i> <i>It refers to the critical circumstances and contexts that the skill may be demonstrated.</i></p>	<p>Strategies to establish a shared vision, mission and values may include, but are not limited to:</p> <ul style="list-style-type: none"> • Determining strategic position – how the centre can best serve families and community partners • Reviewing and analysing the centre's services • Reviewing the centre's vision, mission and values • Presenting the vision, mission and values in an appropriate manner to garner support

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Version Control

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

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Annex 1

Definition of ECCE Skill Category

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

Definitions of the Five (5) Domains

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