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**SKILLS FRAMEWORK  
FOR EARLY CHILDHOOD  
CARE & EDUCATION**

A GUIDE ON OCCUPATIONS AND SKILLS

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**GIVING EVERY CHILD A GOOD START**

An initiative of

**SKILLS**future

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# INTRODUCTION

The Skills Framework for Early Childhood Care and Education (ECCE) sector is a key initiative under SkillsFuture. It is a forward-looking document to guide interested individuals to join the sector and for educators to work towards larger job roles. It is developed by the Early Childhood Development Agency (ECDA) and the Singapore Workforce Development Agency (WDA), together with educators, employers and unions. It is also part of the SkillsFuture movement to promote mastery and recognition of skills, and to foster a culture of lifelong learning.

Through the Skills Framework, we hope to share with you key information such as wage information, workforce profiles and career pathways, so as to guide you in your decision to become an early childhood (EC) educator.

A key feature of the Skills Framework is the recognition of prior learning and competencies attained on-the-job. Support will be provided to every individual who is interested in joining the sector, or currently in the sector.

This Guide is for you if:

- you are interested in a career in the ECCE sector, or
- you are an in-service EC educator

If you have the passion to work with children, we invite you to join the early childhood profession. As an educator, you hold the key to inspiring young minds and preparing them for their future and for life. Join us to realise our vision of giving every child a good start!

*For more information on the Skills Framework for ECCE, please visit [www.skillsfuture.sg/skills-framework/ecce](http://www.skillsfuture.sg/skills-framework/ecce).*

# 5 MUST-KNOWS

## For a Fulfilling Career in the Early Childhood Care and Education (ECCE) Sector

**01** : Why Quality ECCE is Important  
: Page 01

**02** : Where the Opportunities are for You  
: Page 03

**03** : What it Takes for You to be an Inspiring EC Educator  
: Page 07

**04** : How the Government Supports You  
: Page 15

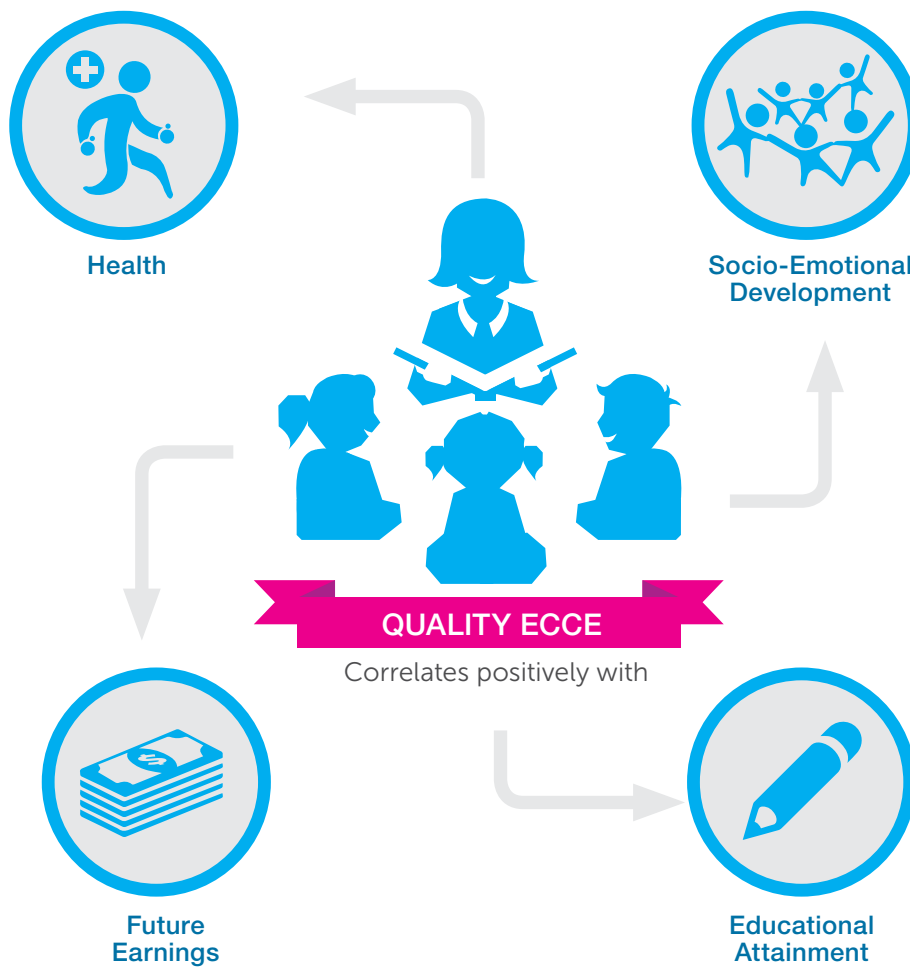
**05** : What's Next for You  
: Page 17

1

# WHY QUALITY ECCE IS IMPORTANT

As an EC educator, you are key to creating rich and stimulating learning environments that ensure the desired learning outcomes for each child.

Quality Early Childhood Education has a strong positive impact on adult outcomes such as educational attainment, future earnings, health and socio-emotional development. These outcomes are strongly influenced by the experiences that young children have in their interactions with other people and with their environment.\*



\*According to research in ECCE, such as the Effective Pre-School and Primary Education (EPPE) study<sup>1</sup> and other studies<sup>2</sup>.

<sup>1</sup> Sylva, K., Melhuish, E.C., Sammons, P., Siraj, I. and Taggart, B. (2004). *The Effective Provision of Pre-School Education (EPPE) Project: Technical Paper 12 – The Final Report: Effective Pre-school Education*. London: DfES / Institute of Education, University of London.

<sup>2</sup> Heckman, J. J., and D. V. Masterov. (2007). "The Productivity Argument for Investing in Young Children." *Applied Economic Perspectives and Policy* 29(3): 446–493.

Administration for Children and Families. (2002). *Making a difference in the lives of infants and toddlers and their families: The impacts of early head start*. (Final technical report). Washington, DC: US Department of Health and Human Services.

Pence, A. (2008). Introduction. *Contemporary Issues in Early Childhood*, 9(3),189–90.

Woodhead, M., & Oates, J. (2009). *Early childhood in focus*. Milton Keynes, England: The Open University. Center on the Developing Child at Harvard University (2009). In brief: The science of early childhood development. Retrieved from <http://developingchild.harvard.edu/>.

## Ms Alicia Tang Bee Kay

Teacher,  
PCF Pasir Ris East  
Blk 216–213

Winner,  
ECDA Outstanding Early  
Childhood Teacher Award 2013



“... the importance of quality education... keeps me motivated in ensuring that I do make a difference in the lives of young children...”

In 1996, I made a career switch to fulfil my dream of being an early childhood educator. Over the years, I have grown in my appreciation and understanding of the importance of quality education. This keeps me motivated in ensuring that I do make a difference in the lives of young children.

I believe in the importance of instilling sound values in young children, through modelling positive behaviour and attitudes, to nurture their love for learning. Children should grow in respect and appreciation towards individuals, and understand the value of perseverance in overcoming challenges.

I also believe that learning is an active and ongoing process for both educators and children. Children, as active and competent learners, are capable of developing a greater understanding of the

world through their observations. To provide the best learning experiences for children, it is essential for me to continue to upgrade myself and keep abreast of developments in this field.

With support from my kindergarten, I obtained a Diploma in Early Childhood Care and Education (Teaching) in 2004 and received the Best Academic Performance award. I am currently pursuing a degree in Early Childhood Education to better equip myself to contribute more effectively to my kindergarten and the sector.



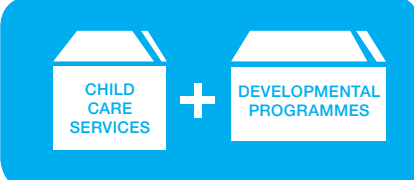

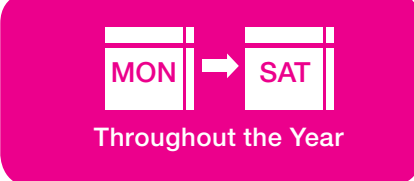
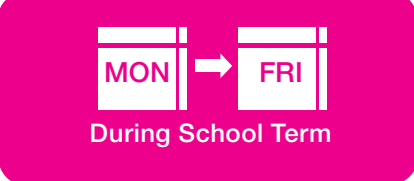


As an early childhood educator, it is my responsibility to equip the children under my care with skills for living in the 21st century. Tapping on their boundless curiosity about the world, I hope to nurture in them a love for learning.

2

# WHERE THE OPPORTUNITIES ARE FOR YOU

The ECCE sector comprises Early Childhood Development Centres, i.e. child care centres and kindergartens. You can choose to work in either one.



	 <b>CHILD CARE CENTRE</b>	 <b>KINDERGARTEN</b>
<b>PROGRAMME</b>		
<b>AGE GROUP</b>	For children from <b>2</b> → <b>7</b> <small>MONTHS</small> <small>BELOW</small> <small>YEARS OLD</small>	For children from <b>2</b> → <b>7</b> <small>YEARS OLD</small> <small>BELOW</small> <small>YEARS OLD</small>
<b>OPERATING HOURS</b>	 Throughout the Year	 During School Term
<b>PROGRAMME DURATION</b>		

Both offer early childhood development programmes tailored to the needs of children of various ages. These include learning activities that develop language and literacy, numeracy, social and emotional skills, inquiry and problem-solving skills, motor skills, as well as aesthetics and creative expression.



## Rising Demand for Early Childhood Services

The ECCE sector has seen significant growth over the past few years, and is expected to continue to grow strongly in line with rising demand for early childhood services.



## Growing Number of Early Childhood Development Centres

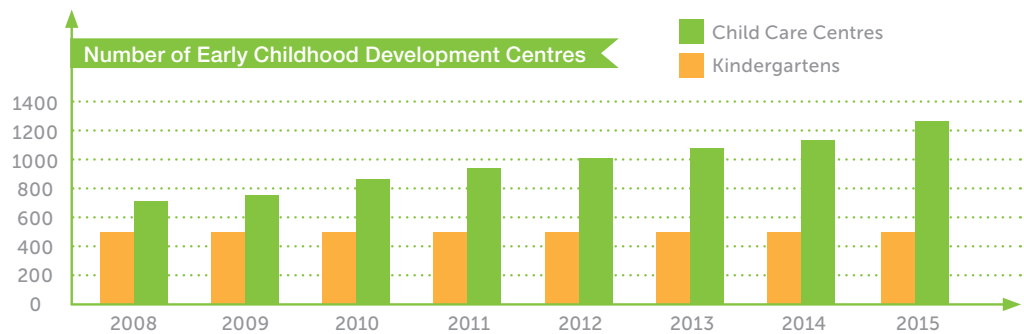


Figure 1 : Number of Early Childhood Development Centres in Singapore

Between 2008 and 2015, the number of early childhood development centres (both kindergartens and childcare centres) has increased from about 1,200 to about 1,700 throughout Singapore.



## More and Better Employment Opportunities

A wide variety of employment opportunities are available in the sector to fit diverse educational and skills profiles. As of May 2016, there are about 16,000 early childhood educators, and we expect about 2,000 more will be needed over the next two to three years.



## Improved Remuneration and Benefits

Salaries for qualified early childhood educators have improved in recent years, and fresh graduates can find employment terms that are competitive with other sectors.



## Enhanced Support for New Entrants and In-Service Educators

Early Childhood educators hold the key to inspiring bright, inquisitive young minds and preparing them for life. The Government is committed to supporting early childhood educators with the passion and heart to give every child a good start. There are many pathways for prospective entrants to join the sector e.g. place-and-train programmes or full-time courses. There are also many professional development opportunities for incumbent educators to prepare themselves for larger roles. Please refer to the infographic on pages 15-16 for more details.



For more information on the Skills Framework for ECCE, please visit [www.skillsfuture.sg/skills-framework/ecce](http://www.skillsfuture.sg/skills-framework/ecce).

**Mrs Yeong Huimin Clara**

Principal,  
St. James' Church Kindergarten  
(Leedon)

Winner,  
ECDA Outstanding Early  
Childhood Educarer Award 2013



.....  
“... I grasped every teachable moment and cultivated a deep sense of wonder and curiosity in the little ones under my care... I am currently developing myself as a mentor to teachers in my capacity as an early childhood leader... I know that with my current position, I can inspire my teachers to in turn nurture their children...”  
.....

I have always enjoyed interacting with children. Working part-time in a child care centre after my O-levels affirmed my decision to be an early childhood educator.

To acquire the teaching skills as an early childhood educator, I pursued a degree in Early Childhood Studies two years after obtaining a Diploma in Early Childhood Education.

When I worked with children below 3 years, I was a singing teacher. I sang my instructions to encourage engaging cooperation, and actively facilitated their play experiences. Every moment was a learning opportunity. I grasped every teachable moment and cultivated a deep sense of wonder and curiosity in the little ones under my care.

I believe that every child is unique and it is important to embrace an ecological attitude in building empathetic relationships with the community of children and their families.

I am currently developing myself as a mentor to teachers in my capacity as an early childhood leader. Although I enjoy working directly with children, I know that with my current position, I can inspire my teachers to in turn nurture their children.

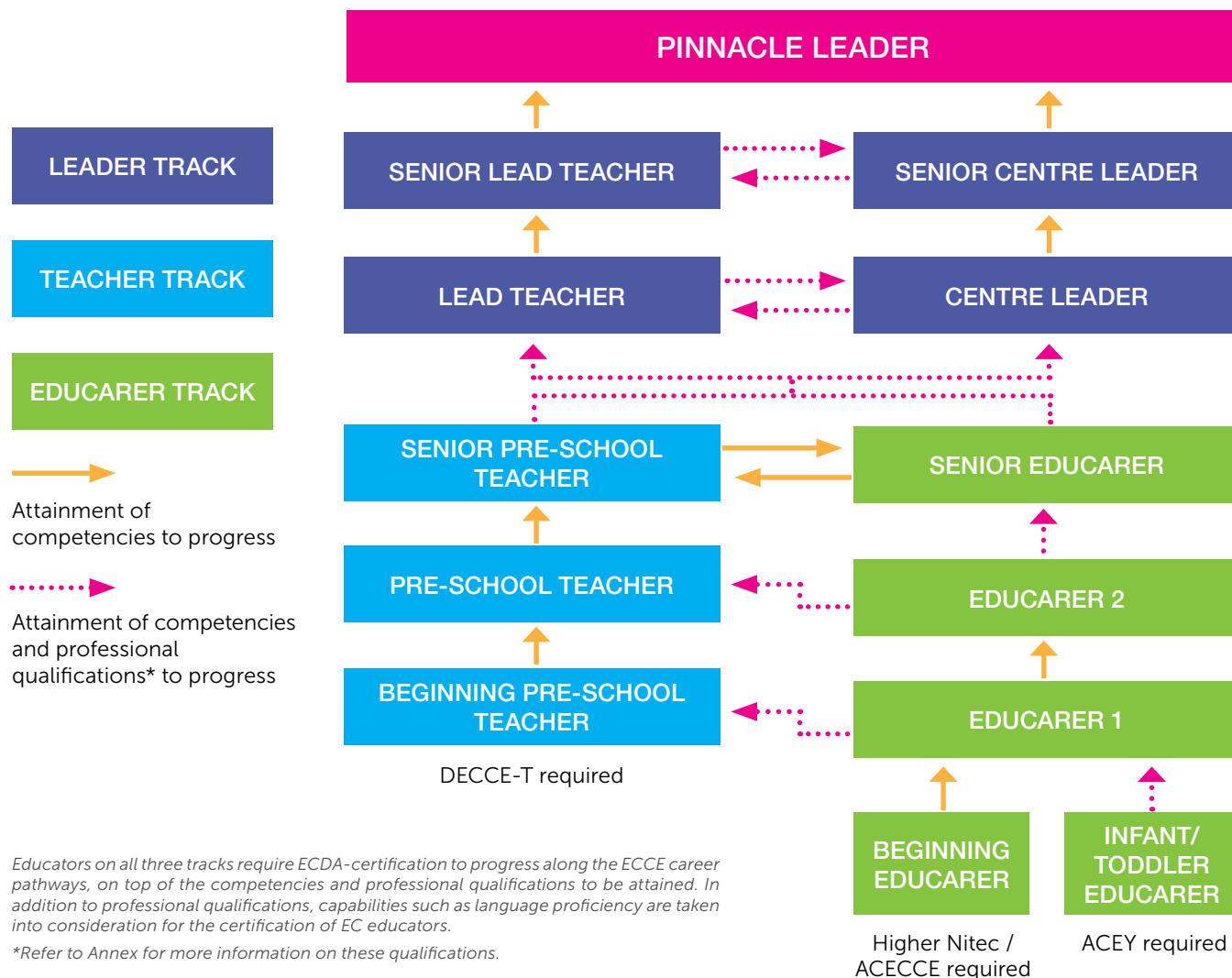
I aspire to groom dedicated and passionate educators through mentoring and empowering them to be leaders who will positively influence other early childhood educators.

.....



## Career Pathways in ECCE

There are 3 tracks covering 13 occupations in the ECCE sector. You can aspire to progress within each track, as well as laterally between the Educarer and Teacher tracks in the ECCE sector. You can also choose to build your capabilities in niche areas of specialisation in teaching and learning. Some examples include learning support for children, music and movement, arts and creative expression. You can also specialise in learning support, to be equipped to work with children with mild developmental needs.



Educators on all three tracks require ECDA-certification to progress along the ECCE career pathways, on top of the competencies and professional qualifications to be attained. In addition to professional qualifications, capabilities such as language proficiency are taken into consideration for the certification of EC educators.

\*Refer to Annex for more information on these qualifications.

TRACK	DEFINITION	SALARY RANGE <sup>1</sup>
Educarer Track	Educators on this track will work with children aged 2 months to 4 years in both kindergartens and child care centres <sup>2</sup> .	\$1,800–\$2,100
Teacher Track	Educators on this track will work with children aged 4 to 6 years in both kindergartens and child care centres <sup>3</sup> .	\$2,200–\$3,000
Leader Track	Educators on this track will take on centre or teacher leadership positions in both kindergartens and child care centres.	\$3,100–\$6,000

<sup>1</sup>The salary ranges are aggregated from public and private sources and provide a reference of the general monthly salaries for educators at different job roles, based on information current as of 2015.

<sup>2</sup>Infant/Toddler Educарers will work with children aged 2 months to 3 years, while Beginning Educарers and related job roles will work with children aged 18 months to 4 years.

<sup>3</sup>Educарers with a Diploma in Early Childhood Care and Education (Teaching), or equivalent, will be able to work with children aged 18 months to 6 years. The Teacher Track and related job roles are specific to educators currently deployed to work with children aged 4 to 6 years old.

3

# WHAT IT TAKES FOR YOU TO BE AN INSPIRING EC EDUCATOR

## Typical Attributes of an Early Childhood Educator

The early childhood (EC) educator is passionate about helping young children develop holistically. The EC educator is patient and respectful towards the individual child and his/her family, forming meaningful relationships with them. Willing to take risks, he/she perseveres through tasks and challenges, while displaying pragmatism, flexibility and creativity. The EC educator cultivates critical thinking, and supports the curiosity and love for learning in each child. With high levels of energy and a great sense of humour, the EC educator is ready to take on the day.

Dedicated to improving pedagogical practice and supporting the unique needs of each child, the EC educator is responsible for his/her own professional learning and engages in reflective practice. The EC educator actively contributes to the building of the EC fraternity through collaboration with peers.

Above all, the EC educator is a confident and competent professional, displaying integrity and commitment, and upholding the values of the profession.

Nurturing **CURIOSITY** :  
and a **LOVE** for learning :

Great sense :  
of **HUMOUR** :

High level of :  
**ENERGY** :

**CREATIVE** :

: **PERSEVERANCE** through  
: **tasks and challenges**

: **PASSION** for working  
: with young children

: **PATIENT** and  
: **RESPECTFUL**

: **PRAGMATIC**  
: **and FLEXIBLE**



## Ms Rajwant Kaur

Infant Educarer,  
Academy Kidz Inc Pte Ltd

Winner,  
ECDA Outstanding Early  
Childhood Educarer Award 2013



“... I soon discovered that Early Childhood Education is not just about caring for children, but also about scaffolding their learning and growth...”

I have been an early childhood educator for the past 18 years and will continue to be one for as long as I can. This is my true calling.

Knowing that I could care for and raise my three children, I did not think that being an Educarer would be a challenge. However, I soon discovered that Early Childhood Education is not just about caring for children, but also about scaffolding their learning and growth. It is about working with parents and providing them with timely support. It is also about being a team player and working cohesively with colleagues.

My years of professional development led me to excel both professionally and personally. I apply my learning in my classroom, reflect on my practice and share the knowledge with my colleagues and parents. I also innovate and create new materials for my children to explore with.

The Educarer is a selfless being and the rewards are immense. Nothing will stop me from learning and excelling in my field.

I believe that all children have the potential to excel. Thus, it is my duty to nurture them in their growth and create an environment that fosters learning.

## Ms Kartini Binte Sudirman

Teacher,  
PCF Bukit Panjang, Blk 254

Winner,  
ECDA Outstanding Early  
Childhood Teacher Award 2014

“... A key value that I have learnt... is the virtue of patience... Every child is unique and needs to learn at his or her own pace... As educators, we also need to see from children’s perspectives to provide them with the appropriate guidance and intervention...”

Relief teaching in primary schools ignited my passion for teaching young children and inspired me to enrol in the Diploma in Early Childhood Care and Education (Teaching) programme.

My personal philosophy is that every child deserves a quality education that is fun and explorative. As early childhood educators, we have the privilege of being our children’s first teachers besides their immediate family. Therefore, we are key to laying the foundation for many more years of enjoyable and meaningful learning in their lives.

I am currently enrolled in an Early Childhood Care and Education degree programme, to further develop myself professionally and contribute to the sector.

The types of professional development I have engaged in have impressed upon me the importance of being a reflective practitioner who continually refines her teaching and learning craft.

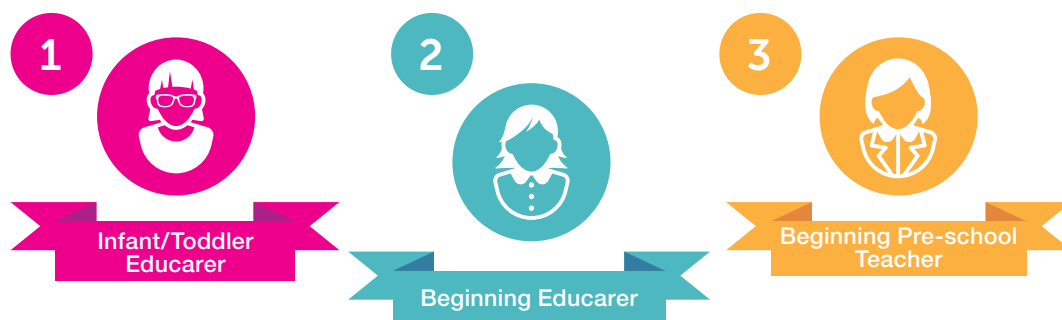
Early Childhood Education has helped shape my life as much as I aim to nurture the lives of the children under my care. A key value that I have learnt through my experience in this field is the virtue of patience. Every child is unique and needs to learn at his or her own pace without being rushed or pressured. As educators, we also need to see from children’s perspectives to provide them with the appropriate guidance and intervention. After all, being an early childhood educator is about the children.





## For Aspiring Educarers & Pre-school Teachers

If you are passionate about helping young children develop holistically and have the desire to nurture the curiosity and support the unique needs of infants and toddlers, you can receive training\* to acquire the relevant skills for one of the following occupations:



This is to ensure that all EC educators are equipped with relevant knowledge and skills to nurture the holistic development of children.

\* Refer to Annex for ECCE Career Entry Criteria & Information.

### What is the role of the Educarer?



The Educarer works with young children between the ages of 2 months and 4 years. He/she is passionate about and committed to helping young children develop holistically. The Educarer works closely with families to ensure that the best care is provided for their children. With dedication, resilience and confidence, the Educarer nurtures the curiosity in and supports the unique needs of each child.

### What is the role of the Pre-school Teacher?



The Pre-school Teacher works with children aged 4 to 6 years old. He/She cultivates critical thinking and supports the curiosity and love for learning in each child with varying strengths and abilities. The Pre-school Teacher also forms meaningful relationships with each child and his/her family to ensure the child's holistic development and well-being. The Pre-school Teacher is dedicated to improving pedagogical practice and displays professionalism and commitment in his/her role. A Pre-school Teacher can also take on additional training to become a Learning Support Educator (LSEd). The LSEd works closely with children with mild developmental needs and equips them with age-appropriate skills to optimise learning.

You may refer to the Skills Framework for ECCE: A Guide on Occupations and Skills (Skills Map) for more information on skills and training programmes.

**Ms Suhana Bte Salleh**

Principal,  
My First Skool (Blk 803 Tampines)

Winner,  
ECDA Outstanding Early  
Childhood Leader Award 2013

“... As a leader now, I realise the need to ensure the professional growth and development of my teachers. I support and guide them through mentoring, and provide them with opportunities to share their reflections and good pedagogical practices...”



My positive experience as an assistant teacher inspired me to follow my dream of becoming an early childhood educator. I realised that being an early childhood educator was not merely about teaching children, but also about learning and discovering new insights from them each day.

Through my experience as an early childhood educator, I believe that children learn best when they are provided with hands-on experiences and opportunities to explore and engage in meaningful activities.

Through continuous learning and upgrading of my knowledge and skills, I have attained my certificate, diploma and bachelor degree in

Early Childhood Education.

I always make the effort to translate my learning into practice, and feel a great sense of satisfaction when children enjoy their learning and show progress. In addition, receiving appreciation from parents and colleagues motivates me to continue to give my best.

As a leader now, I realise the need to ensure the professional growth and development of my teachers. I support and guide them through mentoring, and provide them with opportunities to share their reflections and good pedagogical practices.

## For Aspiring Leaders

If you are currently an in-service EC educator and you would like to take on the occupational role of teacher leadership or centre leadership, you can receive training\* to acquire the relevant skills for one of the following occupations:



\*Refer to Annex for information on ECCE Leader Track Course Requirements.

### What is the role of an EC Educator who takes on Teacher Leadership?



An EC educator who takes on teacher leadership is focused on developing high quality teaching and learning within his/her centre and/or the sector. The EC educator is a pedagogical change agent, building teaching and learning capacity through bringing to the fore effective teaching and learning practices. He/she is proficient in facilitating learning, doing so through various means such as professional/networked learning communities.

### What is the role of an EC Educator who takes on Centre Leadership?



An EC educator who takes on centre leadership fosters a shared vision among staff and nurtures professionalism and a culture of care, respect and collaboration within the centre. He/she sets the tone for learning in the centre, to ensure the holistic development of children. The Centre Leader develops structures and processes to facilitate sustained collaborative partnerships with stakeholders, and is also responsible for managing centre operations.

You may refer to the Skills Framework for ECCE: A Guide on Occupations and Skills (Skills Map) for more information on skills and training programmes.

## Ms Narayanasamy Pushpavalli

Principal,  
Ramakrishna Mission Sarada  
Kindergarten

ECDA Fellow

Winner,  
ECDA Outstanding Early  
Childhood Leader Award 2013

“... passion alone would not suffice, and that skills and knowledge are necessary... obtained my Master of Education (Early Childhood Education)... embarked on my leadership journey as Principal... As I reflect on my days in the corporate and Early Childhood fields, I realise that making a career switch was one of the wisest decisions I had made. Being in the ECCE sector has given me a strong sense of fulfilment and meaningful purpose in life...”

Eighteen years ago, I made a mid-life career change from the corporate world to Early Childhood Education. While the initial days were plagued with doubts and adaptation was a challenge, I was propelled by my passion for teaching and being with young children.

Over time, I learnt that passion alone would not suffice, and that skills and knowledge are necessary for me to realise my passion for nurturing the lives of young children. I enrolled in the Certificate in Pre-school Teaching course in my mid-40s, and obtained my Master of Education (Early Childhood Education) in my mid-50s. During these years, I embarked on my leadership journey as Principal of the Ramakrishna Mission Sarada Kindergarten.

I view every situation as a learning opportunity, and continue to learn from the children, parents, peers, lecturers and the many people in my life. As a firm believer in the

value of professional development, I also develop my teachers through mentoring, discussions, modelling of lessons, fine-tuning observation skills and peer sharing. The teachers discuss their aspirations with me and we plan their professional development together.

As I reflect on my days in the corporate and Early Childhood fields, I realise that making a career switch was one of the wisest decisions I had made. Being in the ECCE sector has given me a strong sense of fulfilment and meaningful purpose in life, allowing me to mature even as I help others develop and grow.

As early childhood educators, we are blessed with the unique gift to inspire and make a long-lasting impact in the lives of young children. Thus, this gift should be received with a strong sense of responsibility and valued for the way it can better the lives of children, families and oneself.





To be an Inspiring Leader  
Pinnacle Leader

What does the Pinnacle Leader do?

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



You may refer to the Skills Framework for ECCE: A Guide on Occupations and Skills (Skills Map) for more information on skills and training programmes.

## HOW THE GOVERNMENT SUPPORTS YOU

The Skills Framework also includes an overview of the suite of manpower initiatives to recognise and support early childhood (EC) educators at every stage of their career.

### PRE-SERVICE

For full-time ECCE Polytechnic and ITE students



**INCREASING INTAKE**  
sizes of EC courses at  
**POLYTECHNICS AND ITE**



UP TO  
**50%**  
DISCRETIONARY  
ADMISSION

for full-time EC Diploma courses at polytechnics. Allows schools to better select students based on strengths and aptitudes specific to the sector

**ENHANCED INTERNSHIPS**

for polytechnic and ITE ECCE students



**EARLY CHILDHOOD CAPABILITY GRANT**

**\$3,500 to \$3,800 PER STUDENT**

#### TO STRENGTHEN:

Students' learning at the workplace through more structured learning outcomes and better mentorship

#### TO SUPPORT:

Selected operators in hosting students

#### TO COVER:

Manpower costs, teaching and learning resources, and monthly internship stipends

#### ECDA TRAINING AWARD

**\$16,000–\$40,000**

For students who intend to pursue an EC career

### IN-SERVICE

For existing EC educators

#### CONTINUING PROFESSIONAL DEVELOPMENT (CPD) MASTERPLAN

for centre leaders, teachers and educators

**CPD COURSES & MILESTONE COURSES**

Help educators deepen knowledge and skills, and chart progress

**SUBSIDIES**

From government schemes and ECDA for CPD course fees

**SUPPORT FOR OPERATORS**

Time-off for teachers to attend training

#### PROFESSIONAL DEVELOPMENT PROGRAMME (PDP) for EC educators



180 hours of professional development over 3 years



At least 3 years of relevant teaching experience in the EC sector



Nominated by employer to take on larger job roles

Collaboration between:

**OPERATORS, TEACHERS AND ECDA**

Structured 3-year professional development programme

To be rolled out progressively:

from  
**2016**

**FOR TEACHERS**

from  
**2017**  
onwards

**FOR EDUCARERS & LEADERS**

ECDA will offer these at programme milestones:



New modular courses



Cash award of \$12,000 for PDP (Teachers)

## SKILLSFUTURE INITIATIVES



#### EDUCATION & CAREER GUIDANCE (ECG)

Counsellors to help individuals make well-informed decisions on education, training and careers.



#### INDIVIDUAL LEARNING PORTFOLIO

An online, one-stop education, training and career guidance portal for every Singaporean to plan their education, training and career paths.



**25 YEARS OLD AND ABOVE**

#### SKILLSFUTURE CREDIT

Learning credits for all Singaporeans aged 25 years and above to pay for course fees for work-skills related courses supported by public agencies.

This is testament to the government's commitment to attract, retain and develop talent, as well as uplift the quality of the Early Childhood Care and Education (ECCE) sector.

**ECDA SCHOLARSHIPS, TEACHING AWARDS & SPONSORSHIPS** to upgrade to a higher professional qualification



Sponsorship for programme fees



Learning Resource Allowances

**CONTINUING EDUCATION & TRAINING DIPLOMA** in ECCE at Polytechnics

**New pathway for educators with Certificate in ECCE or Higher NITEC in EC**

↳ Greater opportunities for upgrading

**Recognition of prior learning and on-the-job competencies**

↳ Complete course in a shorter duration

**ENCOURAGE CAREER PROGRESSION & SKILLS DEEPENING** through the Skills Framework

Collaboration between ECDA and WDA to develop a structured competency-based career pathway for the ECCE sector

**ECDA FELLOWS**

- To recognise pinnacle leaders in the sector
- Uplift sector quality
- Create a fraternity of EC educators
- Targeted at centre leaders/senior centre leaders and lead teachers/senior lead teachers

Appointed by ECDA, and required to contribute 100 hours of service roles to the sector a year, in addition to their current employment

Annual Service Recognition Allowance of \$9,000 upon completion of their responsibilities

## MID-CAREER

For back-to-work individuals and career switchers

**BACK TO WORK**



**RESKILLING FOR JOBS – WORK TRIAL**

**Provides initial working experience**  
Training allowance and incentives upon completion of programme and staying on in the sector

**PROFESSIONAL CONVERSION PROGRAMME** for Teachers

**PLACE-AND-TRAIN PROGRAMME** for Educators

**EDUCARERS**

**5–14 MONTHS**

▶ To allow mid-career individuals to attain professional qualifications

**TEACHERS**

**10–18 MONTHS**

▶ Individuals will receive course sponsorship and monthly salary during the duration of the programme

**RELIEF STAFF PROGRAMME (RSP)**

To equip relief staff with skills to carry out routine care duties and non-structured activities

**110-HOUR WSQ training programme**

developed by SEED Institute, in consultation with WDA and ECDA

**Course FEE GRANT**

**90%** of course fees

**Training ALLOWANCE**

up to **\$360**

**90%**  
COURSE SUBSIDY

**40** YEARS OLD AND ABOVE



**SKILLSFUTURE MID-CAREER ENHANCED SUBSIDY**

All Singaporeans aged 40 years and above to receive a minimum of 90% course subsidy for MOE-funded and WDA-supported courses.

**SKILLSFUTURE STUDY AWARD FOR EARLY CHILDHOOD SECTOR**

A bond-free, \$5,000 monetary award that supports experienced EC educators to deepen their skills and prepare them to take on larger job roles in the sector. All EC educators accepted into the Advanced Diploma in Early Childhood Leadership (ADECL) may apply for this award.

## THEIR LIFELONG JOURNEY OF DISCOVERY BEGINS WITH YOU

You have read the real life experiences of EC educators enjoying a fulfilling career and making a difference in many children's lives. Now, you too can take the next step to make that difference!

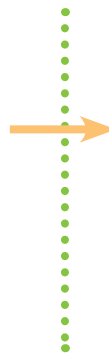
## For Aspiring EC Educators

This is how you can use the Skills Framework for ECCE to find out more about a career in ECCE:

### Refer to Skills Framework for ECCE: A Guide On Occupations & Skills

Understand the prospects of the sector, job opportunities and career pathways

Most importantly, consider if you have the right attributes to be an EC educator



### Refer to Skills Framework for ECCE: A Guide On Occupations & Skills (Skills Map)

Understand skills required for an occupation in the ECCE sector

Identify relevant early childhood training programmes to become a qualified EC educator

Embark on your career as an EC educator!

## For In-service EC Educators

This is how you can use the Skills Framework for ECCE to chart your career:

### Refer to Skills Framework for ECCE: A Guide on Occupations and Skills (Skills Map) and SkillsFuture Website (Skills Standards)

Identify the skills that you are lacking in your current or next occupational role



### Refer to Skills Framework for ECCE: A Guide on Occupations and Skills (Skills Map)

Identify relevant training programmes to bridge the learning gaps



### Refer to Skills Framework for ECCE: A Guide On Occupations & Skills

Plan for vertical career progression within the track that you are currently in, or lateral career moves across the tracks



So, wait no more. Visit [www.ecda.gov.sg/eccareers](http://www.ecda.gov.sg/eccareers) and [www.wda.gov.sg](http://www.wda.gov.sg) today!

For more information on the Skills Framework for ECCE, please visit [www.skillsfuture.sg/skills-framework/ecce](http://www.skillsfuture.sg/skills-framework/ecce).

# ANNEX

## ECCE Career Entry Criteria & Information

Track	Age Group of Children	Occupation	Early Childhood Courses	Course Minimum Entry Requirements
Educarer	2 months to 3 years	Infant/ Toddler Educarer	WSQ Advanced Certificate in Early Years (ACEY)	<p>Minimum Secondary 4 education or completed 10 years of formal education</p> <p>At least average SOA 5 in the Workplace Literacy (WPL) series, including SOA 5 for WPL (Written)</p>
	18 months to 4 years	Beginning Educarer	Higher Nitec in Early Childhood/ WSQ Advanced Certificate in Early Childhood Care and Education (ACECCE)	Minimum 3 GCE 'O' level credits including a credit (at least C6) in EL1 OR English Language Acceptable Alternatives
Teacher	4 to 6 years <sup>2</sup>	Beginning Pre-school Teacher	Diploma in Early Childhood Care and Education in Teaching (DECCE-T) / WSQ Professional Diploma in Early Childhood Care & Education (PDECCE)	Minimum 5 GCE 'O' level credits, including a credit (at least C6) in EL1 OR English Language Acceptable Alternatives
			WSQ Professional Diploma in Early Childhood Care & Education - Childcare (PDECCE-CC) or WSQ Professional Diploma in Early Childhood Care & Education - Kindergarten Teaching (PDECCE-KT) / Diploma (Conversion) in Kindergarten Education - Teaching (NVKET)	<p>3-year polytechnic diploma with at least a credit in GCE 'O' level English as a first language (EL1) OR English Language Acceptable Alternatives</p> <p>OR</p> <p>State-recognised university degree where the medium of instruction is English</p>
		Lead Teacher	Advanced Diploma in Early Childhood Teaching & Learning (ADECT)	<ul style="list-style-type: none"> <li>• Be ECDA-certified as a Level 2 pre-school teacher</li> <li>• Have completed an ECDA-recognised diploma in early childhood care and education</li> <li>• Have at least 3 years of trained teaching experience</li> </ul>
Leader	—	Centre Leader	Advanced Diploma in Early Childhood Leadership (ADECL)	<ul style="list-style-type: none"> <li>• Be ECDA-certified as a Level 2 pre-school teacher</li> <li>• Have completed an ECDA-recognised diploma in early childhood care and education</li> <li>• Have met the competency level for Senior Pre-school Teacher (with reference to the Skills Map)</li> <li>• Have completed the pre-requisite core course(s) as identified and offered by ECDA</li> </ul>

<sup>1</sup>WPL refers to the Workplace Literacy series, part of the Employability Skills Workforce Skills Qualifications (ES WSQ). SOA refers to the Statement of Attainment awarded for the completion of a WSQ module. For more information on WSQ, please visit [www.wda.gov.sg](http://www.wda.gov.sg).

<sup>2</sup>Educators with a Diploma in Early Childhood Care and Education (Teaching), or equivalent, will be able to work with children aged 18 months to 6 years. The Teacher Track and related job roles are specific to educators currently deployed to work with children aged 4 to 6 years old.

The Skills Framework for Early Childhood Care and Education was developed jointly by ECDA and WDA, and made possible with the commitment and support from many key sector partners.



ECDA is the regulatory and development authority for the early childhood sector in Singapore. It oversees key aspects of children’s development below the age of 7, across both kindergartens and child care centres.



WDA works with employers, industry associations, the Union and training organisations to help the Singapore’s workforce advance in their careers and lives. It develops and strengthens skills-based training for adults.

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Association for Early Childhood Educators (Singapore) (AECES)	Living Sanctuary Kindergarten	Skool4Kidz Pte Ltd
Asian International College	Ministry of Education, Pre-School Education Branch (MOE PEB)	Singapore Polytechnic
Busy Bees – Odyssey the Global Pre-school	MOE Kindergarten	St James’ Church Kindergarten
Education Services Union	My First Skool	Temasek Polytechnic
EtonHouse Pre-School Pte Ltd	MY World Pre-school Ltd	The Acorn Child Care
Far Eastern Kindergarten	Ngee Ann Polytechnic	The Association of Early Childhood & Training Services (ASSETS)
Institute of Technical Education	NTUC First Campus Co-operative Ltd	The Caterpillar’s Cove Child Development and Study Centre
Kinderland Pre-school	PAP Community Foundation	The Little Skool-House International
KLC International Institute	Ramakrishna Mission Sarada Kindergarten	SIM University (UniSIM)



