

# EARLY CHILDHOOD

## CONTINUING PROFESSIONAL DEVELOPMENT ROADMAP



# FOREWORD

## Dear Early Childhood fraternity

With increasing recognition of the importance of early years development, there is increasing demand for quality preschool services and rising expectations from parents. To ensure we continue to give a good start to every child, our Early Childhood (EC) educators are encouraged to adopt a lifelong learning mindset to keep your skills and competencies updated and relevant.

The EC Continuing Professional Development (CPD) Roadmap has been specially developed to help EC educators in acquiring the necessary knowledge and skills at the various stages of your professional journey. This roadmap takes reference from the Skills Framework for Early Childhood by prioritising the Technical Skills and Competencies (TSCs) required for each job role. I encourage everyone to leverage the EC CPD Roadmap to chart your professional development, be it through courses or other forms of professional development such as on-the-job training, peer sharing, coaching and mentoring.

It is my hope that as educators, you would enjoy learning as much as your children do. I leave you with a quote by John Cotton Dana for inspiration, 'Who dares to teach must not cease to learn.' Thank you for all your efforts and I wish you all the best as you grow in your profession!



**Mr Tan Chee Wee**

Chief Executive Officer  
Early Childhood Development Agency



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# INTRODUCTION

## Purpose of Early Childhood Continuing Professional Development Roadmap

The Early Childhood (EC) Continuing Professional Development (CPD) Roadmap is a guide for EC Educators to chart out your personal professional development plan.

Based on the job roles identified in the Skills Framework for Early Childhood, the EC CPD Roadmap clarifies the technical skills and competencies for each job role at different stages, as well as suggests the various professional development opportunities that you could undertake.

The 'paper plane' graphic in this roadmap signifies the aspiration for all EC professionals to scale greater heights in your professional growth through the deepening of your expertise. With this roadmap, we hope that you will have greater clarity over your development and take flight in your professional journey!

## Objectives of Early Childhood Continuing Professional Development Roadmap

Through this roadmap, you will be able to:

- Identify the Technical Skills and Competencies (TSCs) required at different stages for your job role and plan for training and development to enhance your skills and competencies
- Deepen your proficiency in the focus areas identified for the sector
- Have an understanding of the progression of TSCs across different job roles within each educator track

The EC CPD Roadmap indicates the Stage 1 and 2 TSCs of all 15 EC Education job roles under the Skills Framework for EC.



# HOW TO USE THE CPD ROADMAP

STEP

1

## Understand the scope of your current job role

Be familiar with the job description and requirements for your current job role, and have conversations with your mentor or supervisor.

For some of you who are preparing for the next job role, you may also want to refer to the job description and requirements of the next role.

STEP

2

## Familiarise yourself with the TSCs required of your current role

The EC CPD Roadmap helps you to prioritise the TSCs that you could work on in your current job role. In this guide:

- Foundational TSCs are TSCs that are foundational for all roles within the EC sector, regardless of how many years you have been in the job role. Educators in all job roles are recommended to attain these foundational TSCs within the first two years of joining the sector and refresh your knowledge and abilities of these foundational TSCs every three to five years.
- Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.
- Stage 2 TSCs are additional TSCs that are likewise important for your job role, but can be worked on once you have a firm grounding for Stage 1 TSCs. As attainment of TSCs supports the progression to the next job role, it is generally expected that job roles on the same educator track would have attained most, if not all, of the TSCs of the previous job role. For instance, when you take on the Preschool Educator job role, you would have attained most, if not all, of the TSCs of a Beginning Preschool Educator.

STEP

3

## Identify relevant training courses using the CPD Prospectus<sup>1</sup>

Upon completing Step 2, you can identify relevant training courses by referring to the CPD Prospectus on the ECDA website. The CPD Prospectus indicates the latest list of courses available for the TSCs that you may wish to attend training on.

Within the CPD Prospectus, there are also selected focus areas that reflect key learning needs for the sector. You may want to consider taking up some of the courses related to them.

### Other Forms of Professional Development

Please note that attending training courses is only one way of developing yourself professionally. You should discuss with your supervisor on other forms of professional development such as on-the-job training, coaching, peer sharing, etc., particularly for TSCs not mapped to any courses. You may refer to the suggested list of non-course-based training on page 34 and 35 in this roadmap.

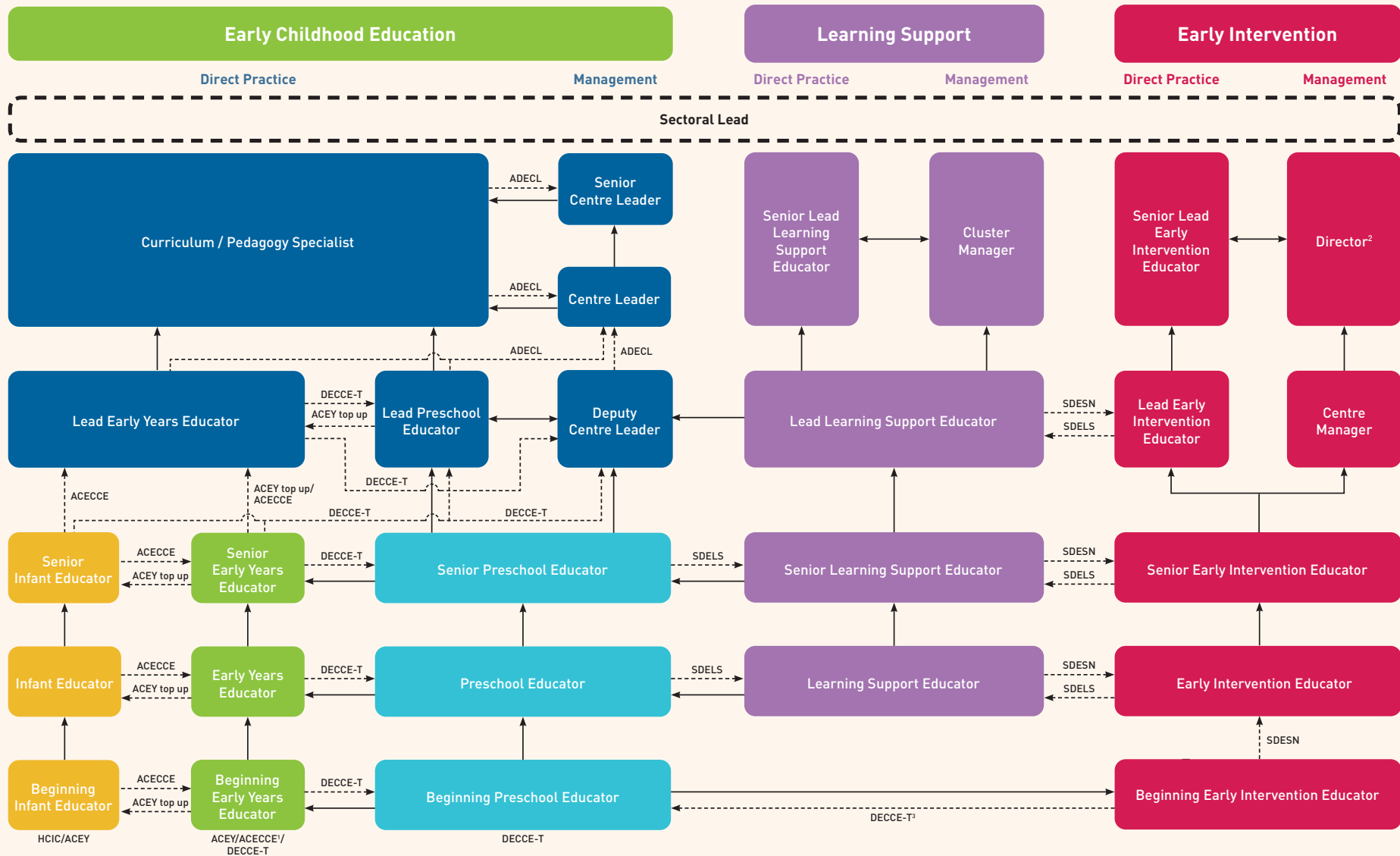
To make the most of this resource, we recommend that you:

- Reflect on your areas of strength and areas for growth
- Discuss with your supervisor about the skills/competencies to focus on in the year ahead
- Use the CPD Roadmap to complement the in-house professional development provided by your organisation. EC leaders can also refer to the Leadership Development Framework<sup>2</sup> to plan for your professional development

<sup>1</sup> The CPD Prospectus can be found on ECDA's website at [https://www.ecda.gov.sg/early-childhood-educators-\(ece\)/continuing-professional-development/cpd-prospectus](https://www.ecda.gov.sg/early-childhood-educators-(ece)/continuing-professional-development/cpd-prospectus)

<sup>2</sup> The Leadership Development Framework can be found on ECDA's website at [https://www.ecda.gov.sg/early-childhood-educators-\(ece\)/early-childhood-leaders/leadership-devt-framework](https://www.ecda.gov.sg/early-childhood-educators-(ece)/early-childhood-leaders/leadership-devt-framework)

# SKILLS FRAMEWORK FOR EARLY CHILDHOOD



**LEGEND:**  
 → Attainment of competencies  
 - - -> Attainment of professional qualifications

<sup>1</sup> ACEY is for 0 years old to 3 years old, and ACECE is for 18 months old to 4 years old.

<sup>2</sup> This role can typically be found in Social Service Agencies (SSAs) that run EI centres.

<sup>3</sup> Generally, DECCE-T is a pre-requisite for EI roles to move laterally into the equivalent EC roles, e.g. EI Educator to Preschool Educator. This does not apply to the Senior Lead EI Educator and Director roles.

# DESIRED ATTRIBUTES OF EDUCATORS

*“I alone cannot change the world, but I can cast a stone across the waters to create many ripples.”*

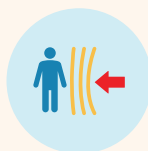
— Mother Teresa

Early Childhood (EC) and Early Intervention (EI) educators lay the foundation of the child’s development and set him/her on the path of lifelong learning. Their work with the child does not just have a rippling effect in the child’s growing up years, but also on the child’s family and the community. What educators do today creates ripples for tomorrow.



**R**esilience  
**I**n a Team (collaborative)  
**P**assion for Children  
**P**rofessionalism  
**L**ove for Learning  
**E**mpathy

An EC Educator, Learning Support Educator or EI Educator should be or have the following attributes,



## Resilience

An educator manages a variety of tasks and challenges, as well as new circumstances from time to time. He/she communicates with different parties to achieve the best possible outcome for every child. The demands of working with children of diverse needs and backgrounds as well as multiple stakeholders require an educator to be adaptable, flexible, and to possess mental and emotional strength.



## In a Team (collaborative)

An educator actively contributes to the building of the preschool fraternity through collaboration with peers, and possesses good interpersonal skills to work well with various stakeholders.



## Passion for Children

An educator must have a passion for teaching young children and believe that every child can learn. This enthusiasm and dedication builds upon the love of children, and desire to make a difference in each child’s growth, development and well-being.



## Professionalism

An educator is a competent professional who strives for excellence in his/her day-to-day work and displays strong integrity and accountability towards his/her duties. He/she is also grounded in sound pedagogical knowledge to engage children in purposeful learning, and promote their development and well-being.



## Love for Learning

An educator pursues lifelong learning and engages in reflective practice. He/she also embodies curiosity and a sense of wonder, and actively improves his/her pedagogical practice through creativity and innovation.



## Empathy

An educator embraces diversity, shows empathy and respect towards children and their families, various stakeholders, and the community. Through building positive relationships, he/she brings about positive outcomes in the holistic development of each child.

# DEFINITION OF TECHNICAL SKILLS AND COMPETENCIES (TSCs)

The following table explains the definition of each TSC.

## Child Learning and Development

	1	2	3	4	5	6
<b>Child Development Assessment</b> Use information from observation and documentation of children's learning and development to design appropriate child-centric learning experiences	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Child Observation</b> Perform observation and documentation of children's learning and development to gain an in-depth understanding of each child	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Classroom Management and Guidance of Children's Behaviour</b> Manage and guide children's behaviour to facilitate the delivery of learning activities and meaningful participation	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Diversity and Inclusion</b> Implement diversity and inclusion practices and strategies to raise awareness and ensure meaningful participation for all children	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Early Childhood Curriculum Design</b> Design culturally and developmentally appropriate curriculum for holistic learning experiences for children of all levels including infants	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Early Childhood Pedagogical Practice</b> Plan and implement developmentally appropriate pedagogical practice to engage children meaningfully	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Proficiency Levels

Proficiency Level (PL) - Proficiency levels (1 to 6) show the gradation of skills required across the job roles. In addition, each level shows the abilities which are required to be demonstrated according to the level of competencies and degree of responsibility expected of each job role in fulfilling the respective work functions.

## Child Safety and Well-Being

	1	2	3	4	5	6
<b>Early Childhood Programme Planning</b> Plan and implement developmentally appropriate Early Childhood programmes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Learning Environment Design</b> Design learning environment to meet children's specific developmental and learning needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Child Safety and Protection</b> Implement safety standards and procedures, and appropriate courses of action to ensure the safety and protection of children	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Health, Hygiene and Nutrition for Children</b> Establish health, hygiene and nutrition standards and procedures that support children's development	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Interaction and Relationship</b> Develop trusting and respectful relationships with children	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Responsive Caregiving Approaches</b> Provide appropriate and quality care giving approaches to create a nurturing, caring and safe environment that support children's learning and development	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Proficiency Levels

## Family and Community Partnership

<b>Community Partnership</b> Establish and foster partnerships with community stakeholders through a culture of collaboration to develop mutually beneficial programmes for the children and families	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Family and Caregiver Engagement</b> Recognise the central role of the family in every child's life and develop strategies for family engagement, nurturing trust and rapport and building capabilities in them to enhance child's developmental outcome	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Situation Management with Families and Community</b> Manage challenging situations with families and community to build consensus among stakeholders and achieve resolutions effectively	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



## Operations and Management

1 2 3 4 5 6

Proficiency Levels

- Centre Innovation and Change Adoption**  
Manage centre's innovation activities and adoption of change to drive organisational success

○ ○ ● ● ● ●
- Data and Information Management**  
Gather and use data and information for planning, monitoring and review

○ ○ ● ● ● ●
- Financial Administration**  
Manage organisation's short and long-term financial needs while reviewing the organisation's financial risk position and refining its financial plan

○ ○ ● ● ● ○
- Operations Management**  
Managing organisation's operational effectiveness and efficiency in accordance with regulatory frameworks and requirements

○ ○ ○ ● ● ●
- Visioning and Strategic Planning**  
Foster shared vision and mission among educators and guide them to ensure alignment of their daily work to the centre's long-term objectives

○ ○ ○ ● ● ●

## Professional Practice and Development

- Coaching and Mentoring for Educators**  
Develop and foster a culture of coaching and mentoring

○ ● ● ● ● ○
- Collaborative Practices with Stakeholders across Disciplines**  
Analyse services, contributions and perspectives across disciplines and sectors, and implement collaborative practices to provide care-giving and education for all children

○ ● ● ● ● ●
- Ethical Conduct and Professional Integrity**  
Understand the professional conduct, ethics and values and comply with the relevant legislation to uphold the integrity and reputation of the profession

● ● ● ● ● ●

## Staff Development and Engagement

1 2 3 4 5 6

Proficiency Levels

- Practitioner Inquiry**  
Undertake systematic and data-driven investigations with other professionals to reflect, evaluate and innovate to improve their professional practice

○ ● ● ● ● ●
- Reflective Practice for Educators**  
Engage in regular reflection to continuously improve professional practice

○ ● ● ● ● ●
- Resilience and Self-care**  
Practise activities that enhance overall health and well-being to enable continued practice as a professional in the sector

○ ● ● ● ● ●
- Staff Communication and Engagement**  
Drive staff communication and engagement to achieve centre's goals

○ ○ ● ● ○ ○
- Staff Continuous Learning**  
Manage staff's continuous learning activities to maximise staff's potential and capabilities to contribute to centre and cluster

○ ○ ● ● ● ○
- Team Management**  
Manage staff performance by developing systems and processes to ensure key performance indicators are met

○ ○ ○ ● ● ●

For more information on job role description, critical work functions and key tasks, TSCs and critical core skills, please refer to the Skills Framework via this link (<https://www.skillsfuture.gov.sg/skills-framework/earlychildhood>).

# FOUNDATIONAL TSCs

As you embark on your journey as an Early Childhood (EC) Professional, there are Technical Skills and Competencies (TSCs) which you will need to equip yourself with. Some of these are specific to the job role – for example, a Beginning Early Years Educator should expect to hone different skill sets from a Senior Preschool Educator, while some TSCs are foundational for all roles within the EC sector, regardless of where you may start out.

As an EC Professional, your foundational TSCs are **(1) Child Safety and Protection**, **(2) Ethical Conduct and Professional Integrity**, and **(3) Resilience and Self-care**. These three TSCs are the cornerstones that you should always keep in sight

## Child Safety and Protection

Implement safety standards and procedures, and appropriate courses of action to ensure the safety and protection of children

## Ethical Conduct and Professional Integrity

Understand the professional conduct, ethics and values and comply with the relevant legislation to uphold the integrity and reputation of the profession

## Resilience and Self-care

Practise activities that enhance overall health and well-being to enable continued practice as a professional in the sector

as you navigate your Professional Development journey. Once you have set down these cornerstones for your Professional Development journey, it is time to pick up the building blocks for your role. The next section will take you through the TSCs needed for the different job roles while highlighting the ones that you should consider prioritising during the first few years on the job.



JOB ROLE

# BEGINNING INFANT EDUCATOR (BIE)

As a Beginning Infant Educator, you build relationships with infants and toddlers and look out for their developmental needs and milestones so as to be able to respond to their needs appropriately. You contribute to the creation of a secure environment for infants and toddlers through nurturing respectful, responsive and reciprocal relationships. You execute the required

curriculum and programmes, and create a quality learning environment. To provide holistic care for infants and toddlers, you establish relationships and partnerships with different stakeholders. You also engage in professional development and reflective practice, under the guidance of senior educators and leaders.



## STAGE 1 TSCs

### Child Learning and Development

- Child Observation

### Child Safety and Well-Being

- Health, Hygiene and Nutrition for Children
- Interaction and Relationship
- Responsive Caregiving Approaches

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

## STAGE 2 TSCs

### Child Learning and Development

- Child Development Assessment
- Classroom Management and Guidance of Children’s Behaviour
- Diversity and Inclusion
- Early Childhood Curriculum Design
- Early Childhood Pedagogical Practice
- Early Childhood Programme Planning
- Learning Environment Design

### Family and Community Partnership

- Community Partnership
- Family and Caregiver Engagement
- Situation Management with Families and Community

### Operations and Management

- Data and Information Management

### Professional Practice and Development

- Collaborative Practices with Stakeholders across Disciplines
- Practitioner Inquiry
- Reflective Practice for Educators

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

JOB ROLE

# INFANT EDUCATOR (IE)

As an Infant Educator, you create a secure environment for infants and toddlers through nurturing respectful, responsive and reciprocal relationships with them. You also create a quality learning environment through implementing a developmentally appropriate curriculum and programmes. You build trusting and respectful relationships and partnerships with

stakeholders by actively engaging the children’s family and community. As an experienced educator, you engage in ongoing professional development and reflective practice, and contribute to fostering a culture of collaboration and collegiality with relevant stakeholders.



## STAGE 1 TSCs

### Child Learning and Development

- 🌟 Child Development Assessment
- 🌟 Child Observation
- 🌟 Classroom Management and Guidance of Children’s Behaviour
- 🌟 Learning Environment Design

### Child Safety and Well-Being

- 🌟 Health, Hygiene and Nutrition for Children

### Family and Community Partnership

- 🌟 Family and Caregiver Engagement

### Professional Practice and Development

- 🌟 Reflective Practice for Educators

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

## STAGE 2 TSCs

### Child Learning and Development

- 🌟 Diversity and Inclusion
- 🌟 Early Childhood Curriculum Design
- 🌟 Early Childhood Pedagogical Practice
- 🌟 Early Childhood Programme Planning

### Child Safety and Well-Being

- 🌟 Interaction and Relationship
- 🌟 Responsive Caregiving Approaches

### Family and Community Partnership

- 🌟 Community Partnership
- 🌟 Situation Management with Families and Community

### Operations and Management

- 🌟 Data and Information Management

### Professional Practice and Development

- 🌟 Collaborative Practices with Stakeholders across Disciplines
- 🌟 Practitioner Inquiry

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

JOB ROLE

# SENIOR INFANT EDUCATOR (SIE)

As a Senior Infant Educator, you play an active role as a mentor to the Infant Educator team. You take responsibility for coaching and leading the infant care team in the centre. You play an important role in the design and implementation of a developmentally appropriate curriculum and programmes for the day-to-day developmental and caregiving tasks for

infants. You also lead in the building of relationships and partnerships with stakeholders. You design and implement family and community programmes, and contribute to the centre’s culture of continuous learning, collaboration and collegiality, in line with its vision, mission and goals.



## STAGE 1 TSCs

### Child Learning and Development

- ✦ Child Development Assessment
- ✦ Early Childhood Curriculum Design
- ✦ Early Childhood Pedagogical Practice
- ✦ Early Childhood Programme Planning
- ✦ Learning Environment Design

### Family and Community Partnership

- ✦ Family and Caregiver Engagement
- ✦ Situation Management with Families and Community

### Professional Practice and Development

- ✦ Coaching and Mentoring for Educators
- ✦ Reflective Practice for Educators

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

## STAGE 2 TSCs

### Child Learning and Development

- ✦ Child Observation
- ✦ Classroom Management and Guidance of Children’s Behaviour
- ✦ Diversity and Inclusion

### Child Safety and Well-Being

- ✦ Health, Hygiene and Nutrition for Children
- ✦ Interaction and Relationship
- ✦ Responsive Caregiving Approaches

### Family and Community Partnership

- ✦ Community Partnership

### Operations and Management

- ✦ Centre Innovation and Change Adoption
- ✦ Data and Information Management

### Professional Practice and Development

- ✦ Collaborative Practices with Stakeholders across Disciplines
- ✦ Practitioner Inquiry

### Staff Development and Engagement

- ✦ Staff Communication and Engagement
- ✦ Staff Continuous Learning

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

# PROGRESSION OF TSCs FOR INFANT EDUCATOR TRACK

## Beginning Infant Educator to Senior Infant Educator

The Stage 1 TSCs and foundational TSCs in each role are highlighted. The expected proficiency levels (PLs) of selected TSCs will increase as you take on higher roles.

	PL	PL	PL
<b>Child Learning and Development</b>	<ul style="list-style-type: none"> <li>3 Child Development Assessment</li> <li>2 <b>Child Observation</b></li> <li>2 Classroom Management and Guidance of Children's Behaviour</li> <li>1 Diversity and Inclusion</li> <li>3 Early Childhood Curriculum Design</li> <li>3 Early Childhood Pedagogical Practice</li> <li>3 Early Childhood Programme Planning</li> <li>2 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>3 <b>Child Development Assessment</b></li> <li>3 <b>Child Observation</b></li> <li>3 <b>Classroom Management and Guidance of Children's Behaviour</b></li> <li>2 Diversity and Inclusion</li> <li>4 Early Childhood Curriculum Design</li> <li>4 Early Childhood Pedagogical Practice</li> <li>3 Early Childhood Programme Planning</li> <li>3 <b>Learning Environment Design</b></li> </ul>	<ul style="list-style-type: none"> <li>4 <b>Child Development Assessment</b></li> <li>3 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>3 Diversity and Inclusion</li> <li>4 <b>Early Childhood Curriculum Design</b></li> <li>4 <b>Early Childhood Pedagogical Practice</b></li> <li>4 <b>Early Childhood Programme Planning</b></li> <li>4 <b>Learning Environment Design</b></li> </ul>
<b>Child Safety and Well-Being</b>	<ul style="list-style-type: none"> <li>2 <b>Child Safety and Protection</b></li> <li>2 <b>Health, Hygiene and Nutrition for Children</b></li> <li>3 <b>Interaction and Relationship</b></li> <li>2 <b>Responsive Caregiving Approaches</b></li> </ul>	<ul style="list-style-type: none"> <li>3 <b>Child Safety and Protection</b></li> <li>3 <b>Health, Hygiene and Nutrition for Children</b></li> <li>3 Interaction and Relationship</li> <li>2 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>3 <b>Child Safety and Protection</b></li> <li>4 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>3 Responsive Caregiving Approaches</li> </ul>
<b>Family and Community Partnership</b>	<ul style="list-style-type: none"> <li>2 Community Partnership</li> <li>1 Family and Caregiver Engagement</li> <li>2 Situation Management with Families and Community</li> </ul>	<ul style="list-style-type: none"> <li>3 Community Partnership</li> <li>2 <b>Family and Caregiver Engagement</b></li> <li>3 Situation Management with Families and Community</li> </ul>	<ul style="list-style-type: none"> <li>4 Community Partnership</li> <li>3 <b>Family and Caregiver Engagement</b></li> <li>3 <b>Situation Management with Families and Community</b></li> </ul>
<b>Operations and Management</b>	<ul style="list-style-type: none"> <li>3 Data and Information Management</li> </ul>	<ul style="list-style-type: none"> <li>3 Data and Information Management</li> </ul>	<ul style="list-style-type: none"> <li>3 Centre Innovation and Change Adaption</li> <li>4 Data and Information Management</li> </ul>
<b>Professional Practice and Development</b>	<ul style="list-style-type: none"> <li>2 Collaborative Practices with Stakeholders across Disciplines</li> <li>1 <b>Ethical Conduct and Professional Integrity</b></li> <li>2 Practitioner Inquiry</li> <li>2 Reflective Practice for Educators</li> <li>2 <b>Resilience and Self-care</b></li> </ul>	<ul style="list-style-type: none"> <li>3 Collaborative Practices with Stakeholders across Disciplines</li> <li>2 <b>Ethical Conduct and Professional Integrity</b></li> <li>3 Practitioner Inquiry</li> <li>3 <b>Reflective Practice for Educators</b></li> <li>2 <b>Resilience and Self-care</b></li> </ul>	<ul style="list-style-type: none"> <li>2 <b>Coaching and Mentoring for Educators</b></li> <li>4 Collaborative Practices with Stakeholders across Disciplines</li> <li>3 <b>Ethical Conduct and Professional Integrity</b></li> <li>4 Practitioner Inquiry</li> <li>4 <b>Reflective Practice for Educators</b></li> <li>3 <b>Resilience and Self-care</b></li> </ul>
<b>Staff Development and Engagement</b>			<ul style="list-style-type: none"> <li>3 Staff Communication and Engagement</li> <li>3 Staff Continuous Learning</li> </ul>
	<b>Beginning Infant Educator</b>	<b>Infant Educator</b>	<b>Senior Infant Educator</b>

# PROGRESSION OF TSCs FOR INFANT EDUCATOR TRACK (CONTINUED)

## Senior Infant Educator to Curriculum/Pedagogy Specialist

The Stage 1 TSCs and foundational TSCs in each role are highlighted. The expected proficiency levels (PLs) of selected TSCs will increase as you take on higher roles.

	PL	PL	PL
<b>Child Learning and Development</b>	<ul style="list-style-type: none"> <li>4 Child Development Assessment</li> <li>3 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>3 Diversity and Inclusion</li> <li>4 Early Childhood Curriculum Design</li> <li>4 Early Childhood Pedagogical Practice</li> <li>4 Early Childhood Programme Planning</li> <li>4 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>5 Child Development Assessment</li> <li>4 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>4 Diversity and Inclusion</li> <li>5 Early Childhood Curriculum Design</li> <li>5 Early Childhood Pedagogical Practice</li> <li>5 Early Childhood Programme Planning</li> <li>5 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>6 Child Development Assessment</li> <li>5 Child Observation</li> <li>5 Classroom Management and Guidance of Children's Behaviour</li> <li>6 Diversity and Inclusion</li> <li>6 Early Childhood Curriculum Design</li> <li>6 Early Childhood Pedagogical Practice</li> <li>6 Early Childhood Programme Planning</li> <li>6 Learning Environment Design</li> </ul>
<b>Child Safety and Well-Being</b>	<ul style="list-style-type: none"> <li>3 Child Safety and Protection</li> <li>4 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>3 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>4 Child Safety and Protection</li> <li>5 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>4 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>5 Interaction and Relationship</li> <li>5 Responsive Caregiving Approaches</li> </ul>
<b>Family and Community Partnership</b>	<ul style="list-style-type: none"> <li>4 Community Partnership</li> <li>3 Family and Caregiver Engagement</li> <li>3 Situation Management with Families and Community</li> </ul>	<ul style="list-style-type: none"> <li>5 Community Partnership</li> <li>4 Family and Caregiver Engagement</li> <li>4 Situation Management with Families and Community</li> </ul>	<ul style="list-style-type: none"> <li>6 Community Partnership</li> <li>6 Family and Caregiver Engagement</li> <li>5 Situation Management with Families and Community</li> </ul>
<b>Operations and Management</b>	<ul style="list-style-type: none"> <li>3 Centre Innovation and Change Adoption</li> <li>4 Data and Information Management</li> </ul>	<ul style="list-style-type: none"> <li>4 Centre Innovation and Change Adoption</li> <li>5 Data and Information Management</li> <li>4 Operations Management</li> <li>4 Visioning and Strategic Planning</li> </ul>	<ul style="list-style-type: none"> <li>4 Centre Innovation and Change Adoption</li> <li>6 Data and Information Management</li> <li>6 Visioning and Strategic Planning</li> </ul>
<b>Professional Practice and Development</b>	<ul style="list-style-type: none"> <li>2 Coaching and Mentoring for Educators</li> <li>4 Collaborative Practices with Stakeholders across Disciplines</li> <li>3 Ethical Conduct and Professional Integrity</li> <li>4 Practitioner Inquiry</li> <li>4 Reflective Practice for Educators</li> <li>3 Resilience and Self-care</li> </ul>	<ul style="list-style-type: none"> <li>3 Coaching and Mentoring for Educators</li> <li>5 Collaborative Practices with Stakeholders across Disciplines</li> <li>4 Ethical Conduct and Professional Integrity</li> <li>5 Practitioner Inquiry</li> <li>5 Reflective Practice for Educators</li> <li>4 Resilience and Self-care</li> </ul>	<ul style="list-style-type: none"> <li>5 Coaching and Mentoring for Educators</li> <li>6 Collaborative Practices with Stakeholders across Disciplines</li> <li>6 Ethical Conduct and Professional Integrity</li> <li>6 Practitioner Inquiry</li> <li>6 Reflective Practice for Educators</li> </ul>
<b>Staff Development and Engagement</b>	<ul style="list-style-type: none"> <li>3 Staff Communication and Engagement</li> <li>3 Staff Continuous Learning</li> </ul>	<ul style="list-style-type: none"> <li>4 Staff Communication and Engagement</li> <li>4 Staff Continuous Learning</li> </ul>	<ul style="list-style-type: none"> <li>5 Staff Continuous Learning</li> </ul>
	<b>Senior Infant Educator</b>	<b>Lead Early Years Educator</b>	<b>Curriculum/Pedagogy Specialist</b>

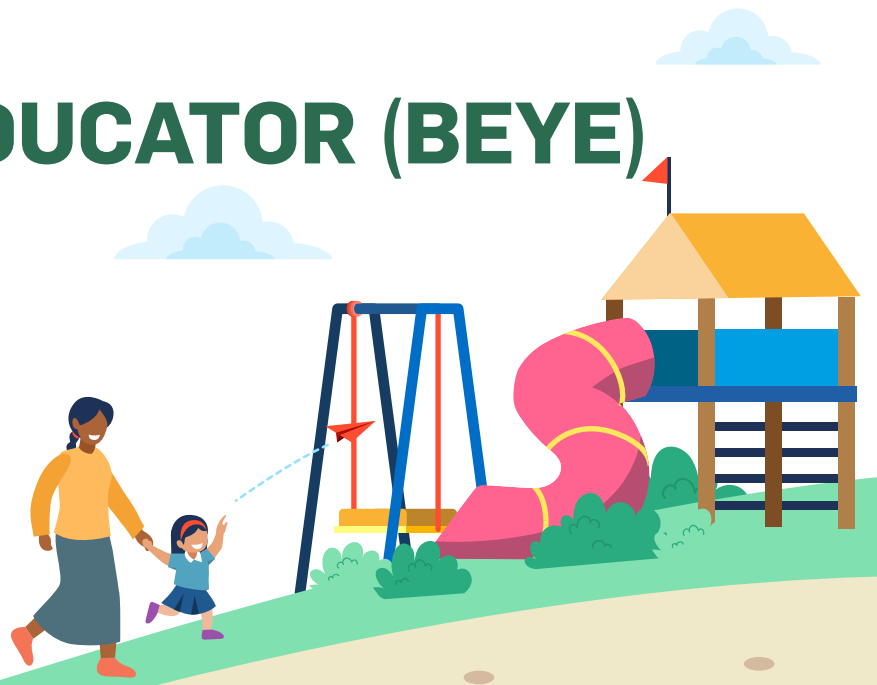
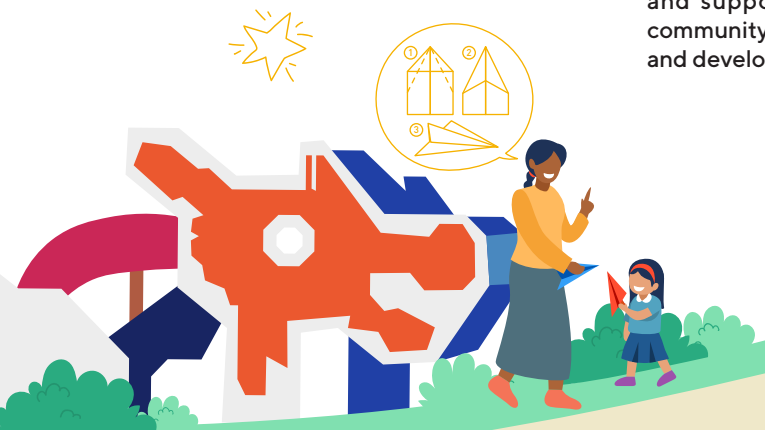
JOB ROLE

# BEGINNING EARLY YEARS EDUCATOR (BEYE)

As a Beginning Early Years Educator, you create a secure environment for children through nurturing respectful, responsive and reciprocal relationships with them. You create a quality learning environment by implementing a developmentally appropriate curriculum and programmes through the

observation and assessment of the children’s needs and developmental milestones. To provide a holistic development for the children, you forge trusting and respectful relationships and partnerships with families.

You actively carry out the centre’s initiatives and supports its collaborative efforts with the community. You also engage in continuous learning and development.



## STAGE 1 TSCs

### Child Learning and Development

- ✦ Child Observation
- ✦ Classroom Management and Guidance of Children’s Behaviour
- ✦ Learning Environment Design

### Child Safety and Well-Being

- ✦ Health, Hygiene and Nutrition for Children
- ✦ Interaction and Relationship
- ✦ Responsive Caregiving Approaches

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

## STAGE 2 TSCs

### Child Learning and Development

- ✦ Child Development Assessment
- ✦ Diversity and Inclusion
- ✦ Early Childhood Curriculum Design
- ✦ Early Childhood Pedagogical Practice
- ✦ Early Childhood Programme Planning

### Family and Community Partnership

- ✦ Community Partnership

- ✦ Family and Caregiver Engagement
- ✦ Situation Management with Families and Community

### Operations and Management

- ✦ Data and Information Management

### Professional Practice and Development

- ✦ Collaborative Practices with Stakeholders across Disciplines
- ✦ Practitioner Inquiry
- ✦ Reflective Practice for Educators

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

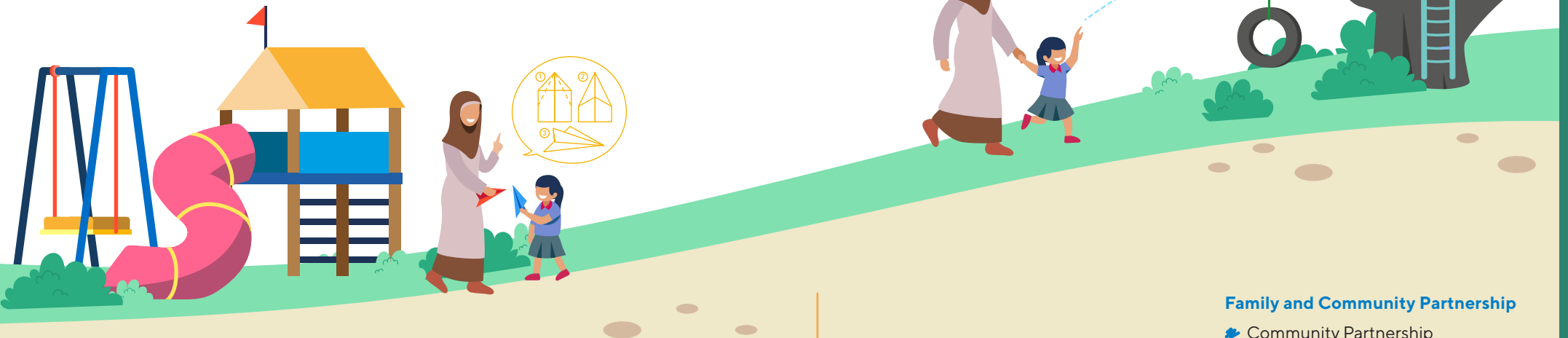


## JOB ROLE

# EARLY YEARS EDUCATOR (EYE)

As an Early Years Educator, you create a secure and quality learning environment for children, and model respectful, responsive and reciprocal relationships with them. You are proficient in designing and implementing a developmentally appropriate curriculum and programmes to support the learning and developmental needs of the children.

You establish relationships and partnerships with families and community stakeholders to provide holistic care and development for young children. As an experienced educator, you also engage in ongoing professional development and reflective practice, and contribute to fostering a culture of collaboration and collegiality with relevant stakeholders.



## STAGE 1 TSCs

### Child Learning and Development

- Child Development Assessment
- Child Observation
- Classroom Management and Guidance of Children's Behaviour
- Early Childhood Programme Planning

### Child Safety and Well-Being

- Health, Hygiene and Nutrition for Children
- Interaction and Relationship

### Family and Community Partnership

- Family and Caregiver Engagement

### Professional Practice and Development

- Reflective Practice for Educators

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

## STAGE 2 TSCs

### Child Learning and Development

- Diversity and Inclusion
- Early Childhood Curriculum Design
- Early Childhood Pedagogical Practice
- Learning Environment Design

### Child Safety and Well-Being

- Responsive Caregiving Approaches

### Family and Community Partnership

- Community Partnership
- Situation Management with Families and Community

### Operations and Management

- Data and Information Management

### Professional Practice and Development

- Collaborative Practices with Stakeholders across Disciplines
- Practitioner Inquiry

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

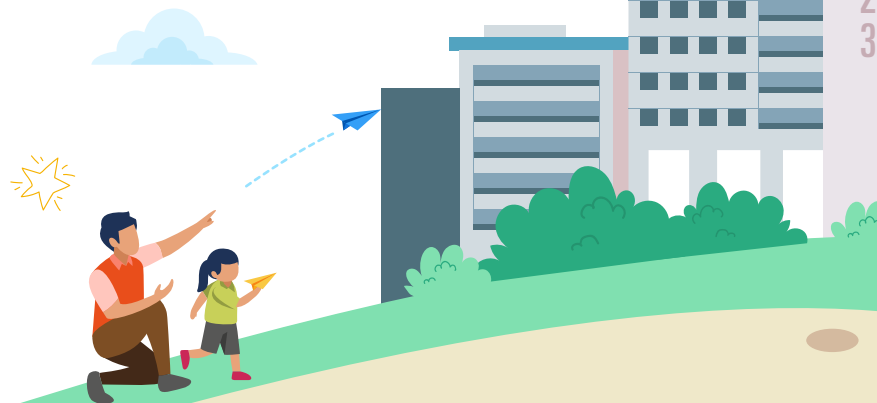
## JOB ROLE

# SENIOR EARLY YEARS EDUCATOR (SEYE)

As a Senior Early Years Educator, you play an active role as a mentor to the beginning educators. You provide leadership in the design and set up of a secure and quality learning environment for young

children, and guide the team in nurturing respectful, responsive and reciprocal relationships with them.

You lead in the design and implementation of a developmentally appropriate curriculum and programmes, and develop structures for sustained collaborative relationships and partnerships with families and community stakeholders. You also work with your team to design and implement family and community programmes, and contribute to the centre's culture of continuous learning, collaboration and collegiality.



## STAGE 1 TSCs

### Child Learning and Development

- Child Development Assessment
- Diversity and Inclusion
- Early Childhood Curriculum Design
- Early Childhood Pedagogical Practice

- Early Childhood Programme Planning
- Learning Environment Design

### Family and Community Partnership

- Family and Caregiver Engagement
- Situation Management with Families and Community

### Professional Practice and Development

- Coaching and Mentoring for Educators
- Reflective Practice for Educators

## STAGE 2 TSCs

### Child Learning and Development

- Child Observation
- Classroom Management and Guidance of Children's Behaviour

### Child Safety and Well-Being

- Health, Hygiene and Nutrition for Children
- Interaction and Relationship
- Responsive Caregiving Approaches

### Family and Community Partnership

- Community Partnership

### Operations and Management

- Centre Innovation and Change Adoption
- Data and Information Management

### Professional Practice and Development

- Collaborative Practices with Stakeholders across Disciplines
- Practitioner Inquiry

### Staff Development and Engagement

- Staff Communication and Engagement
- Staff Continuous Learning

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

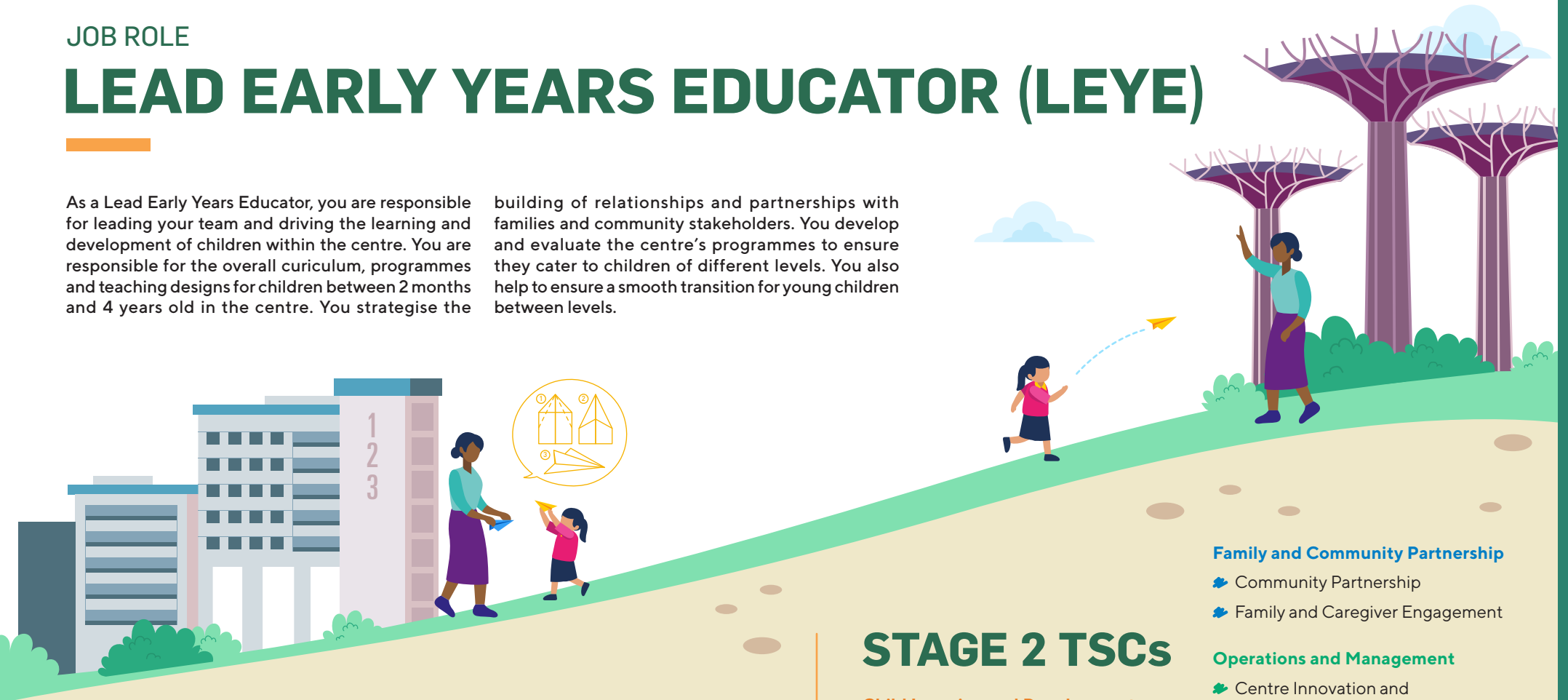
Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

JOB ROLE

# LEAD EARLY YEARS EDUCATOR (LEYE)

As a Lead Early Years Educator, you are responsible for leading your team and driving the learning and development of children within the centre. You are responsible for the overall curriculum, programmes and teaching designs for children between 2 months and 4 years old in the centre. You strategise the

building of relationships and partnerships with families and community stakeholders. You develop and evaluate the centre's programmes to ensure they cater to children of different levels. You also help to ensure a smooth transition for young children between levels.



## STAGE 1 TSCs

### Child Learning and Development

- 🌟 Child Development Assessment
- 🌟 Diversity and Inclusion
- 🌟 Early Childhood Curriculum Design
- 🌟 Early Childhood Pedagogical Practice
- 🌟 Early Childhood Programme Planning

### Family and Community Partnership

- 🌟 Situation Management with Families and Community

### Professional Practice and Development

- 🌟 Coaching and Mentoring for Educators
- 🌟 Practitioner Inquiry
- 🌟 Reflective Practice for Educators

### Staff Development and Engagement

- 🌟 Staff Continuous Learning

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

## STAGE 2 TSCs

### Child Learning and Development

- 🌟 Child Observation
- 🌟 Classroom Management and Guidance of Children's Behaviour
- 🌟 Learning Environment Design

### Child Safety and Well-Being

- 🌟 Health, Hygiene and Nutrition for Children
- 🌟 Interaction and Relationship
- 🌟 Responsive Caregiving Approaches

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

### Family and Community Partnership

- 🌟 Community Partnership
- 🌟 Family and Caregiver Engagement

### Operations and Management

- 🌟 Centre Innovation and Change Adoption
- 🌟 Data and Information Management
- 🌟 Operations Management
- 🌟 Visioning and Strategic Planning

### Professional Practice and Development

- 🌟 Collaborative Practices with Stakeholders across Disciplines

### Staff Development and Engagement

- 🌟 Staff Communication and Engagement

# PROGRESSION OF TSCs FOR EARLY YEARS EDUCATOR TRACK

## Beginning Early Years Educator to Senior Early Years Educator

The Stage 1 TSCs in each role are highlighted. The expected proficiency levels (PLs) of selected TSCs will increase as you take on higher roles.

	PL	PL	PL
<b>Child Learning and Development</b>	<ul style="list-style-type: none"> <li>3 Child Development Assessment</li> <li>2 Child Observation</li> <li>2 Classroom Management and Guidance of Children's Behaviour</li> <li>1 Diversity and Inclusion</li> <li>3 Early Childhood Curriculum Design</li> <li>3 Early Childhood Pedagogical Practice</li> <li>3 Early Childhood Programme Planning</li> <li>3 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>3 Child Development Assessment</li> <li>3 Child Observation</li> <li>3 Classroom Management and Guidance of Children's Behaviour</li> <li>2 Diversity and Inclusion</li> <li>4 Early Childhood Curriculum Design</li> <li>4 Early Childhood Pedagogical Practice</li> <li>3 Early Childhood Programme Planning</li> <li>3 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>4 Child Development Assessment</li> <li>4 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>3 Diversity and Inclusion</li> <li>4 Early Childhood Curriculum Design</li> <li>4 Early Childhood Pedagogical Practice</li> <li>4 Early Childhood Programme Planning</li> <li>4 Learning Environment Design</li> </ul>
<b>Child Safety and Well-Being</b>	<ul style="list-style-type: none"> <li>2 Child Safety and Protection</li> <li>2 Health, Hygiene and Nutrition for Children</li> <li>2 Interaction and Relationship</li> <li>2 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>3 Child Safety and Protection</li> <li>3 Health, Hygiene and Nutrition for Children</li> <li>3 Interaction and Relationship</li> <li>3 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>3 Child Safety and Protection</li> <li>4 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>3 Responsive Caregiving Approaches</li> </ul>
<b>Family and Community Partnership</b>	<ul style="list-style-type: none"> <li>2 Community Partnership</li> <li>1 Family and Caregiver Engagement</li> <li>2 Situation Management with Families and Community</li> </ul>	<ul style="list-style-type: none"> <li>3 Community Partnership</li> <li>2 Family and Caregiver Engagement</li> <li>3 Situation Management with Families and Community</li> </ul>	<ul style="list-style-type: none"> <li>4 Community Partnership</li> <li>3 Family and Caregiver Engagement</li> <li>3 Situation Management with Families and Community</li> </ul>
<b>Operations and Management</b>	<ul style="list-style-type: none"> <li>3 Data and Information Management</li> </ul>	<ul style="list-style-type: none"> <li>3 Data and Information Management</li> </ul>	<ul style="list-style-type: none"> <li>3 Centre Innovation and Change Adaption</li> <li>4 Data and Information Management</li> </ul>
<b>Professional Practice and Development</b>	<ul style="list-style-type: none"> <li>2 Collaborative Practices with Stakeholders across Disciplines</li> <li>1 Ethical Conduct and Professional Integrity</li> <li>2 Practitioner Inquiry</li> <li>2 Reflective Practice for Educators</li> <li>2 Resilience and Self-care</li> </ul>	<ul style="list-style-type: none"> <li>3 Collaborative Practices with Stakeholders across Disciplines</li> <li>2 Ethical Conduct and Professional Integrity</li> <li>3 Practitioner Inquiry</li> <li>3 Reflective Practice for Educators</li> <li>2 Resilience and Self-care</li> </ul>	<ul style="list-style-type: none"> <li>2 Coaching and Mentoring for Educators</li> <li>4 Collaborative Practices with Stakeholders across Disciplines</li> <li>3 Ethical Conduct and Professional Integrity</li> <li>4 Practitioner Inquiry</li> <li>4 Reflective Practice for Educators</li> <li>3 Resilience and Self-care</li> </ul>
<b>Staff Development and Engagement</b>			<ul style="list-style-type: none"> <li>3 Staff Communication and Engagement</li> <li>3 Staff Continuous Learning</li> </ul>
	<b>Beginning Early Years Educator</b>	<b>Early Years Educator</b>	<b>Senior Early Years Educator</b>

# PROGRESSION OF TSCs FOR EARLY YEARS EDUCATOR TRACK (CONTINUED)

## Senior Early Years Educator to Curriculum/Pedagogy Specialist

The Stage 1 TSCs and foundational TSCs in each role are highlighted. The expected proficiency levels (PLs) of selected TSCs will increase as you take on higher roles.

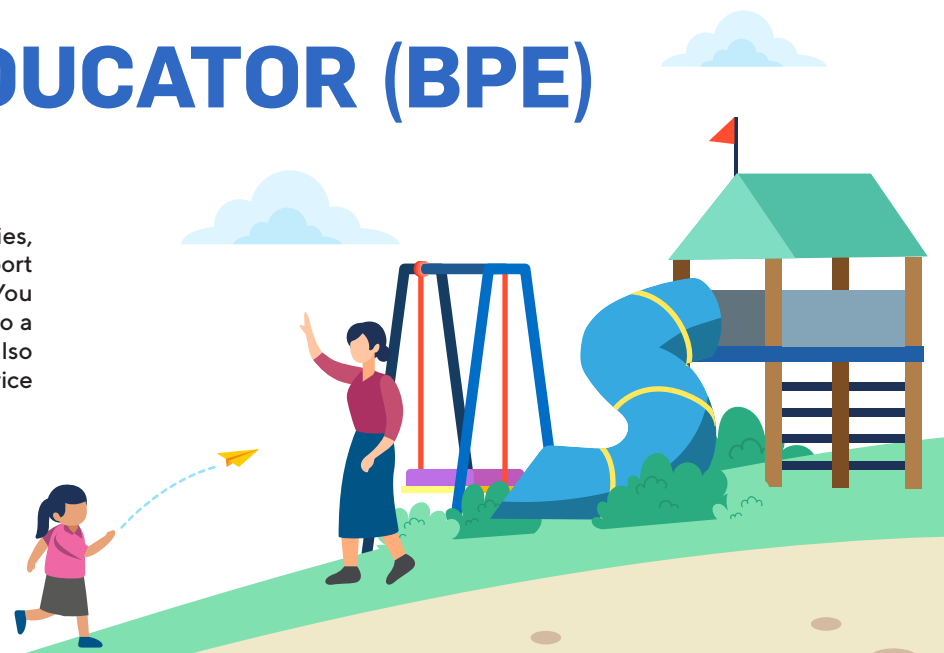
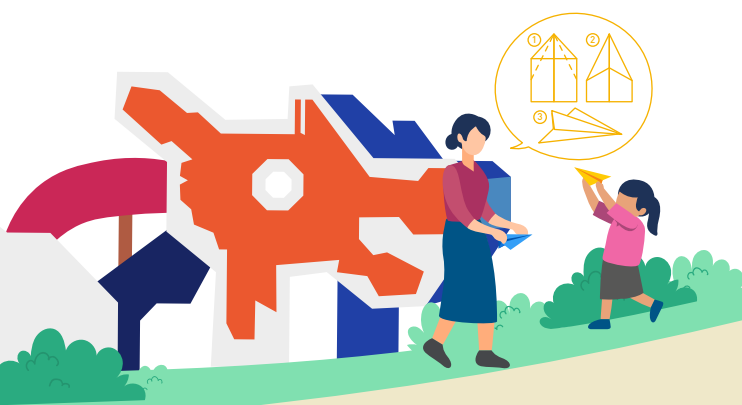
	PL	PL	PL
<b>Child Learning and Development</b>	<ul style="list-style-type: none"> <li>4 <b>Child Development Assessment</b></li> <li>4 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>3 <b>Diversity and Inclusion</b></li> <li>4 <b>Early Childhood Curriculum Design</b></li> <li>4 <b>Early Childhood Pedagogical Practice</b></li> <li>4 <b>Early Childhood Programme Planning</b></li> <li>4 <b>Learning Environment Design</b></li> </ul>	<ul style="list-style-type: none"> <li>5 <b>Child Development Assessment</b></li> <li>4 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>4 <b>Diversity and Inclusion</b></li> <li>5 <b>Early Childhood Curriculum Design</b></li> <li>5 <b>Early Childhood Pedagogical Practice</b></li> <li>5 <b>Early Childhood Programme Planning</b></li> <li>5 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>6 <b>Child Development Assessment</b></li> <li>5 Child Observation</li> <li>5 Classroom Management and Guidance of Children's Behaviour</li> <li>6 <b>Diversity and Inclusion</b></li> <li>6 <b>Early Childhood Curriculum Design</b></li> <li>6 <b>Early Childhood Pedagogical Practice</b></li> <li>6 <b>Early Childhood Programme Planning</b></li> <li>6 <b>Learning Environment Design</b></li> </ul>
<b>Child Safety and Well-Being</b>	<ul style="list-style-type: none"> <li>3 <b>Child Safety and Protection</b></li> <li>4 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>3 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>4 <b>Child Safety and Protection</b></li> <li>5 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>4 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>5 Interaction and Relationship</li> <li>5 Responsive Caregiving Approaches</li> </ul>
<b>Family and Community Partnership</b>	<ul style="list-style-type: none"> <li>4 Community Partnership</li> <li>3 <b>Family and Caregiver Engagement</b></li> <li>3 <b>Situation Management with Families and Community</b></li> </ul>	<ul style="list-style-type: none"> <li>5 Community Partnership</li> <li>4 Family and Caregiver Engagement</li> <li>4 <b>Situation Management with Families and Community</b></li> </ul>	<ul style="list-style-type: none"> <li>6 Community Partnership</li> <li>6 Family and Caregiver Engagement</li> <li>5 Situation Management with Families and Community</li> </ul>
<b>Operations and Management</b>	<ul style="list-style-type: none"> <li>3 Centre Innovation and Change Adoption</li> <li>4 Data and Information Management</li> </ul>	<ul style="list-style-type: none"> <li>4 Centre Innovation and Change Adoption</li> <li>5 Data and Information Management</li> <li>4 Operations Management</li> <li>4 Visioning and Strategic Planning</li> </ul>	<ul style="list-style-type: none"> <li>4 Centre Innovation and Change Adoption</li> <li>6 Data and Information Management</li> <li>6 Visioning and Strategic Planning</li> </ul>
<b>Professional Practice and Development</b>	<ul style="list-style-type: none"> <li>2 <b>Coaching and Mentoring for Educators</b></li> <li>4 Collaborative Practices with Stakeholders across Disciplines</li> <li>3 <b>Ethical Conduct and Professional Integrity</b></li> <li>4 Practitioner Inquiry</li> <li>4 <b>Reflective Practice for Educators</b></li> <li>3 <b>Resilience and Self-care</b></li> </ul>	<ul style="list-style-type: none"> <li>3 <b>Coaching and Mentoring for Educators</b></li> <li>5 Collaborative Practices with Stakeholders across Disciplines</li> <li>4 <b>Ethical Conduct and Professional Integrity</b></li> <li>5 <b>Practitioner Inquiry</b></li> <li>5 <b>Reflective Practice for Educators</b></li> <li>4 <b>Resilience and Self-care</b></li> </ul>	<ul style="list-style-type: none"> <li>5 Coaching and Mentoring for Educators</li> <li>6 Collaborative Practices with Stakeholders across Disciplines</li> <li>6 <b>Ethical Conduct and Professional Integrity</b></li> <li>6 <b>Practitioner Inquiry</b></li> <li>6 <b>Reflective Practice for Educators</b></li> </ul>
<b>Staff Development and Engagement</b>	<ul style="list-style-type: none"> <li>3 Staff Communication and Engagement</li> <li>3 Staff Continuous Learning</li> </ul>	<ul style="list-style-type: none"> <li>4 Staff Communication and Engagement</li> <li>4 <b>Staff Continuous Learning</b></li> </ul>	<ul style="list-style-type: none"> <li>5 Staff Continuous Learning</li> </ul>
	<b>Senior Early Years Educator</b>	<b>Lead Early Years Educator</b>	<b>Curriculum/Pedagogy Specialist</b>

JOB ROLE

# BEGINNING PRESCHOOL EDUCATOR (BPE)

As a Beginning Preschool Educator, you create a secure and quality learning environment for children through fostering meaningful relationships with them. You support the holistic development of children by implementing a developmentally appropriate curriculum, and nurturing trusting and respectful relationships with the children.

You build partnerships with parents and families, and actively engage in centre initiatives to support its collaborative efforts with the community. You work closely with colleagues and contributes to a culture of collaboration and collegiality. You also participate in professional development and service quality improvement activities.



## STAGE 1 TSCs

### Child Learning and Development

- Child Observation
- Classroom Management and Guidance of Children's Behaviour

- Learning Environment Design

### Child Safety and Well-Being

- Interaction and Relationship

### Family and Community Partnership

- Family and Caregiver Engagement

## STAGE 2 TSCs

### Child Learning and Development

- Child Development Assessment
- Diversity and Inclusion
- Early Childhood Curriculum Design
- Early Childhood Pedagogical Practice
- Early Childhood Programme Planning

### Child Safety and Well-Being

- Health, Hygiene and Nutrition for Children
- Responsive Caregiving Approaches

### Family and Community Partnership

- Community Partnership
- Situation Management with Families and Community

### Operations and Management

- Data and Information Management

### Professional Practice and Development

- Collaborative Practices with Stakeholders across Disciplines
- Practitioner Inquiry
- Reflective Practice for Educators

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

## JOB ROLE

# PRESCHOOL EDUCATOR (PE)

As a Preschool Educator, you effectively create a secure and quality learning environment for the children through nurturing trusting and respectful relationships with them. You enrich children's learning by designing and implementing a developmentally appropriate curriculum, while effectively integrating innovative teaching and learning practices. You are proactive and intentional in strengthening partnerships with families and the community, and

co-design collaborative efforts with colleagues and stakeholders to achieve this goal.

As an experienced educator, you also provide suggestions and ideas to improve professional development in the centre, while also contributing to the centre's culture of collaboration and collegiality.



## STAGE 1 TSCs

### Child Learning and Development

- ✦ Child Development Assessment
- ✦ Child Observation
- ✦ Classroom Management and Guidance of Children's Behaviour
- ✦ Early Childhood Programme Planning

### Child Safety and Well-Being

- ✦ Interaction and Relationship

### Family and Community Partnership

- ✦ Family and Caregiver Engagement

### Professional Practice and Development

- ✦ Reflective Practice for Educators

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

## STAGE 2 TSCs

### Child Learning and Development

- ✦ Diversity and Inclusion
- ✦ Early Childhood Curriculum Design
- ✦ Early Childhood Pedagogical Practice
- ✦ Learning Environment Design

### Child Safety and Well-Being

- ✦ Health, Hygiene and Nutrition for Children
- ✦ Responsive Caregiving Approaches

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

### Family and Community Partnership

- ✦ Community Partnership
- ✦ Situation Management with Families and Community

### Operations and Management

- ✦ Data and Information Management

### Professional Practice and Development

- ✦ Collaborative Practices with Stakeholders across Disciplines
- ✦ Practitioner Inquiry

JOB ROLE

# SENIOR PRESCHOOL EDUCATOR (SPE)

As a Senior Preschool Educator, you mentor the beginning educators to enhance their teaching practice, including the nurturing of trusting and respectful relationships with children. You utilise in-depth knowledge and pedagogical expertise to design and implement a developmentally

appropriate curriculum for children, as well as contribute to innovations in teaching and learning practices.

You oversee the design and set-up of a secure and quality learning environment for children. You also mentor other educators in preparing learning experiences and environment for the children in line with centre's philosophy and curricular goals. You develop structures for sustained collaborative partnerships with families and communities, and support in fostering a culture of continuous learning, collaboration and collegiality within the centre.



## STAGE 1 TSCs

### Child Learning and Development

- ✦ Child Development Assessment
- ✦ Diversity and Inclusion
- ✦ Early Childhood Curriculum Design
- ✦ Early Childhood Pedagogical Practice
- ✦ Early Childhood Programme Planning

### Family and Community Partnership

- ✦ Family and Caregiver Engagement
- ✦ Situation Management with Families and Community

### Professional Practice and Development

- ✦ Coaching and Mentoring for Educators
- ✦ Reflective Practice for Educators

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

## STAGE 2 TSCs

### Child Learning and Development

- ✦ Child Observation
- ✦ Classroom Management and Guidance of Children's Behaviour
- ✦ Learning Environment Design

### Child Safety and Well-Being

- ✦ Health, Hygiene and Nutrition for Children
- ✦ Interaction and Relationship
- ✦ Responsive Caregiving Approaches

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

### Family and Community Partnership

- ✦ Community Partnership

### Operations and Management

- ✦ Centre Innovation and Change Adoption
- ✦ Data and Information Management

### Professional Practice and Development

- ✦ Collaborative Practices with Stakeholders across Disciplines
- ✦ Practitioner Inquiry

### Staff Development and Engagement

- ✦ Staff Communication and Engagement
- ✦ Staff Continuous Learning



JOB ROLE

# LEAD PRESCHOOL EDUCATOR (LPE)

As a Lead Preschool Educator, you provide leadership for the development of teaching and learning practices at the centre. You ensure that the curricular goals are sound and progressive. Steeped in knowledge on the latest developments in pedagogy, you mentor and provide leadership in designing and implementing a holistic curriculum. You regularly

conduct inquiry into the emerging trends and latest developmental approaches to introduce new teaching and learning methods, tools and assistive technologies.

Working with the centre's leadership team, you foster a culture of continuous learning and professionalism, and develop and lead in partnerships and sustained collaborations with stakeholders.



## STAGE 1 TSCs

### Child Learning and Development

- Child Development Assessment
- Diversity and Inclusion
- Early Childhood Curriculum Design
- Early Childhood Pedagogical Practice
- Early Childhood Programme Planning

### Family and Community Partnership

- Situation Management with Families and Community

### Professional Practice and Development

- Coaching and Mentoring for Educators
- Practitioner Inquiry
- Reflective Practice for Educators

### Staff Development and Engagement

- Staff Continuous Learning

## STAGE 2 TSCs

### Child Learning and Development

- Child Observation
- Classroom Management and Guidance of Children's Behaviour
- Learning Environment Design

### Child Safety and Well-Being

- Health, Hygiene and Nutrition for Children
- Interaction and Relationship
- Responsive Caregiving Approaches

### Family and Community Partnership

- Community Partnership
- Family and Caregiver Engagement

### Operations and Management

- Centre Innovation and Change Adoption
- Data and Information Management
- Operations Management
- Visioning and Strategic Planning

### Professional Practice and Development

- Collaborative Practices with Stakeholders across Disciplines

### Staff Development and Engagement

- Staff Communication and Engagement

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

JOB ROLE

# CURRICULUM/PEDAGOGY SPECIALIST (CPS)

As a Curriculum/Pedagogy Specialist, you have a span of influence over professional matters beyond the centre level. Steeped in knowledge on the latest developments in pedagogy, you provide leadership in the review, design and implementation of a holistic curriculum and drive the development of teaching and learning practices beyond the centre. You work

with the organisation’s leadership team to ensure alignment of curricular goals and teaching practices across the centres. In addition, you inculcate a strong culture of collaboration and promotes professionalism across centres.



## STAGE 1 TSCs

### Child Learning and Development

- ✦ Child Development Assessment
- ✦ Diversity and Inclusion
- ✦ Early Childhood Curriculum Design
- ✦ Early Childhood Pedagogical Practice

- ✦ Early Childhood Programme Planning
- ✦ Learning Environment Design

### Professional Practice and Development

- ✦ Practitioner Inquiry
- ✦ Reflective Practice for Educators

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

## STAGE 2 TSCs

### Child Learning and Development

- ✦ Child Observation
- ✦ Classroom Management and Guidance of Children’s Behaviour

### Child Safety and Well-Being

- ✦ Interaction and Relationship
- ✦ Responsive Caregiving Approaches

### Family and Community Partnership

- ✦ Community Partnership
- ✦ Family and Caregiver Engagement

- ✦ Situation Management with Families and Community

### Operations and Management

- ✦ Centre Innovation and Change Adoption
- ✦ Data and Information Management
- ✦ Visioning and Strategic Planning

### Professional Practice and Development

- ✦ Coaching and Mentoring for Educators
- ✦ Collaborative Practices with Stakeholders across Disciplines

### Staff Development and Engagement

- ✦ Staff Continuous Learning

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

JOB ROLE

# DEPUTY CENTRE LEADER (DCL)

As a Deputy Centre Leader, you assist in the development of the centre’s strategic plans and support efforts to foster a culture of care and trust, mentoring, collaborative professionalism and continuous development within the centre. You oversee management and optimisation of centre resources and the implementation of specific centre

programmes, initiatives and events. As a key member of the leadership team in the centre, you work closely with your colleagues to ensure the quality of the curriculum and pedagogy to support the holistic development of children.

You also work with your senior educators to set the direction for parent partnership, community engagement and talent management within the centre. You possess strong engagement skills and are able to build and leverage effective relationships with stakeholders. You also coach your colleagues on their personal and professional development within the centre.



## STAGE 1 TSCs

### Child Learning and Development

- Classroom Management and Guidance of Children’s Behaviour
- Learning Environment Design

### Family and Community Partnership

- Community Partnership

### Operations and Management

- Centre Innovation and Change Adoption
- Operations Management
- Visioning and Strategic Planning

### Professional Practice and Development

- Collaborative Practices with Stakeholders across Disciplines

### Staff Development and Engagement

- Staff Communication and Engagement
- Team Management

## STAGE 2 TSCs

### Child Learning and Development

- Child Development Assessment
- Child Observation
- Diversity and Inclusion
- Early Childhood Curriculum Design
- Early Childhood Pedagogical Practice
- Early Childhood Programme Planning

### Child Safety and Well-Being

- Health, Hygiene and Nutrition for Children
- Interaction and Relationship
- Responsive Caregiving Approaches

### Family and Community Partnership

- Family and Caregiver Engagement
- Situation Management with Families and Community

### Operations and Management

- Data and Information Management
- Financial Management

### Professional Practice and Development

- Coaching and Mentoring for Educators
- Practitioner Inquiry
- Reflective Practice for Educators

### Staff Development and Engagement

- Staff Continuous Learning

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

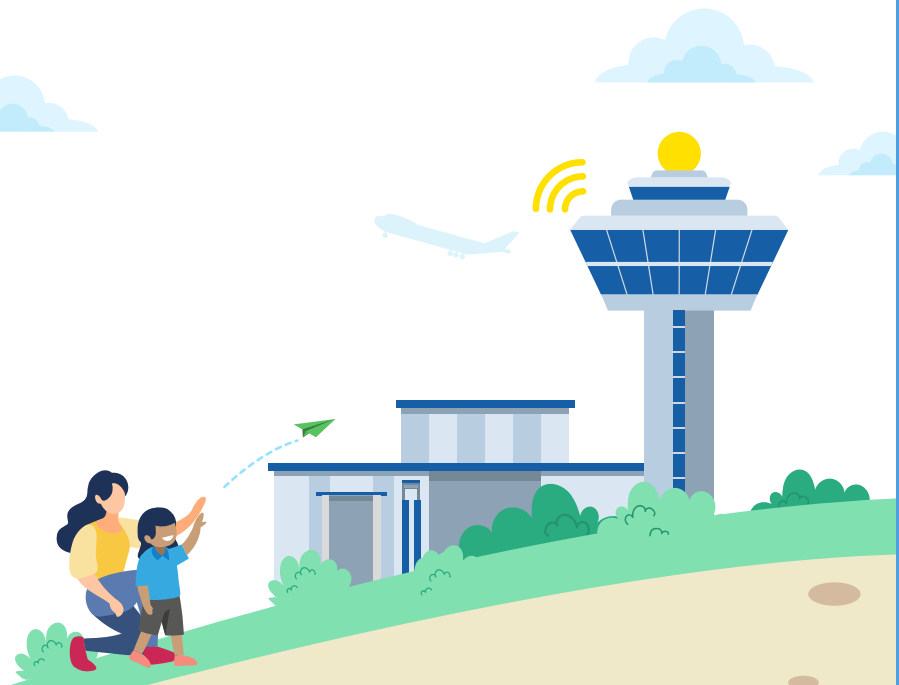
Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

JOB ROLE

# CENTRE LEADER (CL)

As a Centre Leader, you lead in developing strategic plans and structures to foster a culture of care and trust, mentoring, collaborative professionalism and continuous learning within the centre. You are responsible for managing and enhancing centre operations while adhering to industry regulations. You drive operational and programme excellence by

developing strong processes in strategic areas such as governance, partnerships and staff development. As you hold the leadership role in the centre, you ensure the effective implementation of the curriculum and pedagogy to support the holistic development of children. You also develop frameworks for sustained collaborative partnerships with stakeholders, possess strong communication skills and are highly influential. You lead in modelling the centre's mission, vision and values, and oversee the well-being of all staff in the centre.



## STAGE 1 TSCs

### Child Learning and Development

- ✦ Early Childhood Curriculum Design
- ✦ Early Childhood Pedagogical Practice
- ✦ Early Childhood Programme Planning
- ✦ Diversity and Inclusion

### Family and Community Partnership

- ✦ Family and Caregiver Engagement
- ✦ Situation Management with Families and Community

### Operations and Management

- ✦ Centre Innovation and Change Adoption
- ✦ Operations Management
- ✦ Visioning and Strategic Planning

### Professional Practice and Development

- ✦ Coaching and Mentoring for Educators
- ✦ Reflective Practice for Educators

### Staff Development and Engagement

- ✦ Staff Communication and Engagement
- ✦ Team Management

## STAGE 2 TSCs

### Child Learning and Development

- ✦ Child Development Assessment
- ✦ Child Observation
- ✦ Classroom Management and Guidance of Children's Behaviour
- ✦ Learning Environment Design

### Child Safety and Well-Being

- ✦ Health, Hygiene and Nutrition for Children
- ✦ Interaction and Relationship
- ✦ Responsive Caregiving Approaches

### Family and Community Partnership

- ✦ Community Partnership

### Operations and Management

- ✦ Data and Information Management
- ✦ Financial Administration

### Professional Practice and Development

- ✦ Collaborative Practices with Stakeholders across Disciplines
- ✦ Practitioner Inquiry

### Staff Development and Engagement

- ✦ Staff Continuous Learning

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

JOB ROLE

# SENIOR CENTRE LEADER (SCL)

As a Senior Centre Leader, you oversee and lead a cluster of centres. You play an active role as a mentor to other Centre Leaders, guiding them in the development of strategic plans and structures to ensure that the centres they lead deliver high quality programmes and lessons for the children.

As an experienced leader in the area of centre management, you advance professionalism and organisation excellence through mentoring Centre Leaders on centre operations management, process improvements and governance across centres. You possess strong leadership skills and are able to build and leverage effective relationships with stakeholders. You drive the conceptualisation of cluster-wide networking plans to establish and sustain collaborative partnerships with stakeholders.



## STAGE 1 TSCs

### Child Learning and Development

- ✦ Diversity and Inclusion

### Family and Community Partnership

- ✦ Community Partnership
- ✦ Situation Management with Families and Community

### Operations and Management

- ✦ Centre Innovation and Change Adoption
- ✦ Operations Management
- ✦ Visioning and Strategic Planning

### Professional Practice and Development

- ✦ Collaborative Practices with Stakeholders across Disciplines

### Staff Development and Engagement

- ✦ Staff Continuous Learning

## STAGE 2 TSCs

### Child Learning and Development

- ✦ Child Development Assessment
- ✦ Child Observation
- ✦ Classroom Management and Guidance of Children's Behaviour
- ✦ Early Childhood Pedagogical Practice
- ✦ Early Childhood Programme Planning
- ✦ Learning Environment Design

### Child Safety and Well-Being

- ✦ Health, Hygiene and Nutrition for Children

- ✦ Interaction and Relationship
- ✦ Responsive Caregiving Approaches

### Family and Community Partnership

- ✦ Family and Caregiver Engagement

### Operations and Management

- ✦ Data and Information Management
- ✦ Financial Management

### Professional Practice and Development

- ✦ Coaching and Mentoring for Educators
- ✦ Practitioner Inquiry
- ✦ Reflective Practice for Educators

### Staff Development and Engagement

- ✦ Staff Communication and Engagement
- ✦ Team Management

Stage 1 TSCs are prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs are additional TSCs that you can work on once you have a firm grounding of Stage 1 TSCs.

# PROGRESSION OF TSCs FOR PRESCHOOL EDUCATOR TRACK

## Beginning Preschool Educator to Senior Preschool Educator

The Stage 1 TSCs and foundational TSCs in each role are highlighted. The expected proficiency levels (PLs) of selected TSCs will increase as you take on higher roles.

	PL	PL	PL
<b>Child Learning and Development</b>	<ul style="list-style-type: none"> <li>3 Child Development Assessment</li> <li>2 <b>Child Observation</b></li> <li>2 <b>Classroom Management and Guidance of Children's Behaviour</b></li> <li>1 Diversity and Inclusion</li> <li>3 Early Childhood Curriculum Design</li> <li>3 Early Childhood Pedagogical Practice</li> <li>3 Early Childhood Programme Planning</li> <li>3 <b>Learning Environment Design</b></li> </ul>	<ul style="list-style-type: none"> <li>3 <b>Child Development Assessment</b></li> <li>3 <b>Child Observation</b></li> <li>3 <b>Classroom Management and Guidance of Children's Behaviour</b></li> <li>2 Diversity and Inclusion</li> <li>4 Early Childhood Curriculum Design</li> <li>4 Early Childhood Pedagogical Practice</li> <li>3 <b>Early Childhood Programme Planning</b></li> <li>3 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>4 <b>Child Development Assessment</b></li> <li>4 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>3 <b>Diversity and Inclusion</b></li> <li>4 <b>Early Childhood Curriculum Design</b></li> <li>4 <b>Early Childhood Pedagogical Practice</b></li> <li>4 <b>Early Childhood Programme Planning</b></li> <li>4 <b>Learning Environment Design</b></li> </ul>
<b>Child Safety and Well-Being</b>	<ul style="list-style-type: none"> <li>2 <b>Child Safety and Protection</b></li> <li>2 Health, Hygiene and Nutrition for Children</li> <li>2 <b>Interaction and Relationship</b></li> <li>2 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>3 <b>Child Safety and Protection</b></li> <li>3 Health, Hygiene and Nutrition for Children</li> <li>3 <b>Interaction and Relationship</b></li> <li>3 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>3 <b>Child Safety and Protection</b></li> <li>4 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>3 Responsive Caregiving Approaches</li> </ul>
<b>Family and Community Partnership</b>	<ul style="list-style-type: none"> <li>2 Community Partnership</li> <li>1 <b>Family and Caregiver Engagement</b></li> <li>2 Situation Management with Families and Community</li> </ul>	<ul style="list-style-type: none"> <li>3 Community Partnership</li> <li>2 <b>Family and Caregiver Engagement</b></li> <li>3 Situation Management with Families and Community</li> </ul>	<ul style="list-style-type: none"> <li>4 Community Partnership</li> <li>3 <b>Family and Caregiver Engagement</b></li> <li>3 <b>Situation Management with Families and Community</b></li> </ul>
<b>Operations and Management</b>	<ul style="list-style-type: none"> <li>3 Data and Information Management</li> </ul>	<ul style="list-style-type: none"> <li>3 Data and Information Management</li> </ul>	<ul style="list-style-type: none"> <li>3 Centre Innovation and Change Adaption</li> <li>4 Data and Information Management</li> </ul>
<b>Professional Practice and Development</b>	<ul style="list-style-type: none"> <li>2 Collaborative Practices with Stakeholders across Disciplines</li> <li>1 <b>Ethical Conduct and Professional Integrity</b></li> <li>2 Practitioner Inquiry</li> <li>2 Reflective Practice for Educators</li> <li>2 <b>Resilience and Self-care</b></li> </ul>	<ul style="list-style-type: none"> <li>3 Collaborative Practices with Stakeholders across Disciplines</li> <li>2 <b>Ethical Conduct and Professional Integrity</b></li> <li>3 Practitioner Inquiry</li> <li>3 <b>Reflective Practice for Educators</b></li> <li>2 <b>Resilience and Self-care</b></li> </ul>	<ul style="list-style-type: none"> <li>2 <b>Coaching and Mentoring for Educators</b></li> <li>4 Collaborative Practices with Stakeholders across Disciplines</li> <li>3 <b>Ethical Conduct and Professional Integrity</b></li> <li>4 Practitioner Inquiry</li> <li>4 <b>Reflective Practice for Educators</b></li> <li>3 <b>Resilience and Self-care</b></li> </ul>
<b>Staff Development and Engagement</b>			<ul style="list-style-type: none"> <li>3 Staff Communication and Engagement</li> <li>3 Staff Continuous Learning</li> </ul>
	<b>Beginning Preschool Educator</b>	<b>Preschool Educator</b>	<b>Senior Preschool Educator</b>

# PROGRESSION OF TSCs FOR PRESCHOOL EDUCATOR TRACK (CONTINUED)

## Senior Preschool Educator to Curriculum/Pedagogy Specialist

The Stage 1 TSCs and foundational TSCs in each role are highlighted. The expected proficiency levels (PLs) of selected TSCs will increase as you take on higher roles.

	PL	PL	PL
<b>Child Learning and Development</b>	<ul style="list-style-type: none"> <li>4 <b>Child Development Assessment</b></li> <li>4 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>3 <b>Diversity and Inclusion</b></li> <li>4 <b>Early Childhood Curriculum Design</b></li> <li>4 <b>Early Childhood Pedagogical Practice</b></li> <li>4 <b>Early Childhood Programme Planning</b></li> <li>4 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>5 <b>Child Development Assessment</b></li> <li>4 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>4 <b>Diversity and Inclusion</b></li> <li>5 <b>Early Childhood Curriculum Design</b></li> <li>5 <b>Early Childhood Pedagogical Practice</b></li> <li>5 <b>Early Childhood Programme Planning</b></li> <li>5 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>6 <b>Child Development Assessment</b></li> <li>5 Child Observation</li> <li>5 Classroom Management and Guidance of Children's Behaviour</li> <li>6 <b>Diversity and Inclusion</b></li> <li>6 <b>Early Childhood Curriculum Design</b></li> <li>6 <b>Early Childhood Pedagogical Practice</b></li> <li>6 <b>Early Childhood Programme Planning</b></li> <li>6 <b>Learning Environment Design</b></li> </ul>
<b>Child Safety and Well-Being</b>	<ul style="list-style-type: none"> <li>3 <b>Child Safety and Protection</b></li> <li>4 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>3 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>4 <b>Child Safety and Protection</b></li> <li>5 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>4 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>5 Interaction and Relationship</li> <li>5 Responsive Caregiving Approaches</li> </ul>
<b>Family and Community Partnership</b>	<ul style="list-style-type: none"> <li>4 Community Partnership</li> <li>3 <b>Family and Caregiver Engagement</b></li> <li>3 <b>Situation Management with Families and Community</b></li> </ul>	<ul style="list-style-type: none"> <li>5 Community Partnership</li> <li>4 Family and Caregiver Engagement</li> <li>4 <b>Situation Management with Families and Community</b></li> </ul>	<ul style="list-style-type: none"> <li>6 Community Partnership</li> <li>6 Family and Caregiver Engagement</li> <li>5 Situation Management with Families and Community</li> </ul>
<b>Operations and Management</b>	<ul style="list-style-type: none"> <li>3 Centre Innovation and Change Adoption</li> <li>4 Data and Information Management</li> </ul>	<ul style="list-style-type: none"> <li>4 Centre Innovation and Change Adoption</li> <li>5 Data and Information Management</li> <li>4 Operations Management</li> <li>4 Visioning and Strategic Planning</li> </ul>	<ul style="list-style-type: none"> <li>4 Centre Innovation and Change Adoption</li> <li>6 Data and Information Management</li> <li>6 Visioning and Strategic Planning</li> </ul>
<b>Professional Practice and Development</b>	<ul style="list-style-type: none"> <li>2 <b>Coaching and Mentoring for Educators</b></li> <li>4 Collaborative Practices with Stakeholders across Disciplines</li> <li>3 <b>Ethical Conduct and Professional Integrity</b></li> <li>4 Practitioner Inquiry</li> <li>4 <b>Reflective Practice for Educators</b></li> <li>3 <b>Resilience and Self-care</b></li> </ul>	<ul style="list-style-type: none"> <li>3 <b>Coaching and Mentoring for Educators</b></li> <li>5 Collaborative Practices with Stakeholders across Disciplines</li> <li>4 <b>Ethical Conduct and Professional Integrity</b></li> <li>5 <b>Practitioner Inquiry</b></li> <li>5 <b>Reflective Practice for Educators</b></li> <li>4 <b>Resilience and Self-care</b></li> </ul>	<ul style="list-style-type: none"> <li>5 Coaching and Mentoring for Educators</li> <li>6 Collaborative Practices with Stakeholders across Disciplines</li> <li>6 <b>Ethical Conduct and Professional Integrity</b></li> <li>6 <b>Practitioner Inquiry</b></li> <li>6 <b>Reflective Practice for Educators</b></li> </ul>
<b>Staff Development and Engagement</b>	<ul style="list-style-type: none"> <li>3 Staff Communication and Engagement</li> <li>3 Staff Continuous Learning</li> </ul>	<ul style="list-style-type: none"> <li>4 Staff Communication and Engagement</li> <li>4 <b>Staff Continuous Learning</b></li> </ul>	<ul style="list-style-type: none"> <li>5 Staff Continuous Learning</li> </ul>
	<b>Senior Preschool Educator</b>	<b>Lead Preschool Educator</b>	<b>Curriculum/Pedagogy Specialist</b>

# PROGRESSION OF TSCs FOR PRESCHOOL EDUCATOR TRACK (CONTINUED)

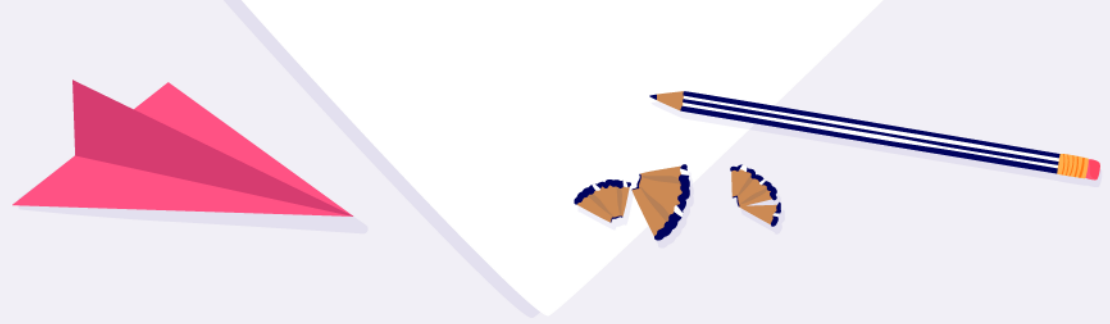
## Deputy Centre Leader to Senior Centre Leader

The Stage 1 TSCs and foundational TSCs in each role are highlighted. The expected proficiency levels (PLs) of selected TSCs will increase as you take on higher roles.

	PL	PL	PL
<b>Child Learning and Development</b>	<ul style="list-style-type: none"> <li>5 Child Development Assessment</li> <li>4 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>4 Diversity and Inclusion</li> <li>5 Early Childhood Curriculum Design</li> <li>5 Early Childhood Pedagogical Practice</li> <li>5 Early Childhood Programme Planning</li> <li>5 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>5 Child Development Assessment</li> <li>4 Child Observation</li> <li>4 Classroom Management and Guidance of Children's Behaviour</li> <li>5 Diversity and Inclusion</li> <li>5 Early Childhood Curriculum Design</li> <li>5 Early Childhood Pedagogical Practice</li> <li>5 Early Childhood Programme Planning</li> <li>5 Learning Environment Design</li> </ul>	<ul style="list-style-type: none"> <li>6 Child Development Assessment</li> <li>5 Child Observation</li> <li>5 Classroom Management and Guidance of Children's Behaviour</li> <li>6 Diversity and Inclusion</li> <li>6 Early Childhood Curriculum Design</li> <li>6 Early Childhood Pedagogical Practice</li> <li>6 Early Childhood Programme Planning</li> <li>6 Learning Environment Design</li> </ul>
<b>Child Safety and Well-Being</b>	<ul style="list-style-type: none"> <li>4 Child Safety and Protection</li> <li>5 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>4 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>5 Child Safety and Protection</li> <li>6 Health, Hygiene and Nutrition for Children</li> <li>4 Interaction and Relationship</li> <li>4 Responsive Caregiving Approaches</li> </ul>	<ul style="list-style-type: none"> <li>5 Child Safety and Protection</li> <li>6 Health, Hygiene and Nutrition for Children</li> <li>5 Interaction and Relationship</li> <li>5 Responsive Caregiving Approaches</li> </ul>
<b>Family and Community Partnership</b>	<ul style="list-style-type: none"> <li>5 Community Partnership</li> <li>4 Family and Caregiver Engagement</li> <li>4 Situation Management with Families and Community</li> </ul>	<ul style="list-style-type: none"> <li>5 Community Partnership</li> <li>5 Family and Caregiver Engagement</li> <li>4 Situation Management with Families and Community</li> </ul>	<ul style="list-style-type: none"> <li>6 Community Partnership</li> <li>6 Family and Caregiver Engagement</li> <li>5 Situation Management with Families and Community</li> </ul>
<b>Operations and Management</b>	<ul style="list-style-type: none"> <li>4 Centre Innovation and Change Adoption</li> <li>5 Data and Information Management</li> <li>3 Financial Administration</li> <li>4 Operations Management</li> <li>4 Visioning and Strategic Planning</li> </ul>	<ul style="list-style-type: none"> <li>5 Centre Innovation and Change Adoption</li> <li>6 Data and Information Management</li> <li>3 Financial Administration</li> <li>5 Operations Management</li> <li>5 Visioning and Strategic Planning</li> </ul>	<ul style="list-style-type: none"> <li>6 Centre Innovation and Change Adoption</li> <li>6 Data and Information Management</li> <li>4 Financial Administration</li> <li>6 Operations Management</li> <li>6 Visioning and Strategic Planning</li> </ul>
<b>Professional Practice and Development</b>	<ul style="list-style-type: none"> <li>3 Coaching and Mentoring for Educators</li> <li>5 Collaborative Practices with Stakeholders across Disciplines</li> <li>4 Ethical Conduct and Professional Integrity</li> <li>5 Practitioner Inquiry</li> <li>5 Reflective Practice for Educators</li> <li>4 Resilience and Self-care</li> </ul>	<ul style="list-style-type: none"> <li>4 Coaching and Mentoring for Educators</li> <li>5 Collaborative Practices with Stakeholders across Disciplines</li> <li>5 Ethical Conduct and Professional Integrity</li> <li>5 Practitioner Inquiry</li> <li>5 Reflective Practice for Educators</li> <li>5 Resilience and Self-care</li> </ul>	<ul style="list-style-type: none"> <li>5 Coaching and Mentoring for Educators</li> <li>6 Collaborative Practices with Stakeholders across Disciplines</li> <li>6 Ethical Conduct and Professional Integrity</li> <li>6 Practitioner Inquiry</li> <li>6 Reflective Practice for Educators</li> <li>6 Resilience and Self-care</li> </ul>
<b>Staff Development and Engagement</b>	<ul style="list-style-type: none"> <li>4 Staff Communication and Engagement</li> <li>5 Staff Continuous Learning</li> <li>4 Team Management</li> </ul>	<ul style="list-style-type: none"> <li>4 Staff Communication and Engagement</li> <li>5 Staff Continuous Learning</li> <li>5 Team Management</li> </ul>	<ul style="list-style-type: none"> <li>4 Staff Communication and Engagement</li> <li>5 Staff Continuous Learning</li> <li>6 Team Management</li> </ul>
	<b>Deputy Centre Leader</b>	<b>Centre Leader</b>	<b>Senior Centre Leader</b>



# OVERVIEW OF FOCUS AREAS



In addition to the guidance on training that EC educators can undertake for the various job roles, there are 6 focus areas which have been identified for EC educators to:

- Support the sector’s learning needs
- Enhance quality of educators through professional development provisions for them to acquire and deepen their knowledge and skills in these areas of priority

The 6 focus areas are as follows:

FOCUS AREAS	DEFINITION
<b>Classroom Management</b>	Classroom management refers to the skills and techniques that an educator uses in managing and guiding children’s behaviour to facilitate the delivery of learning activities and meaningful participation.
<b>Early Years (Birth to 3)</b>	The Early Years (Birth to 3) is often referred to as the critical window of opportunity where children’s brains form neural connections at unparalleled rates. It is thus exceedingly important to optimise children’s learning and development during this period through providing quality care, interaction and experiences.
<b>Inclusive Practice</b>	Inclusive practice recognises the diversity of children and applies strategies to enable meaningful participation for each child across different early childhood settings.
<b>Outdoor Learning</b>	Outdoor learning refers to outdoor experiences intentionally provided to support children’s play, exploration and discovery in natural or urban outdoor spaces.
<b>Parent Engagement</b>	Parent engagement is a shared responsibility in which schools, organisations and community agencies recognise the central role of the family in every child’s life and develop strategies for family engagement, nurturing trust and rapport to enhance children’s developmental outcome.
<b>Social and Emotional Development</b>	Social and emotional development refers to the soft skills that are essential for children’s personal and social well-being. It also increases children’s capacity to learn and help them prepare for life beyond school.

To identify training courses for each focus area, please refer to ECDA’s CPD Prospectus ([link can be found on page 5 of this roadmap](#)).



# NON-COURSE-BASED TRAINING

Training courses are only one form of learning. You should also consider other forms of professional development such as the following suggested list of non-course-based training:

1

## Induction Programme

Each organisation has its own unique vision, mission and philosophy. The main purpose of an induction programme is to integrate new staff into the organisation, and to help them better understand the systems and procedures followed by the organisation. A good induction programme will facilitate seamless integration of the new staff, enabling him/her to contribute to the organisation effectively, which will benefit both the organisation and the new staff.

2

## Community of Practice (COP)

COP is “a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly”<sup>1</sup>. A COP enables educators to learn from one another through sharing of issues, ideas, lessons learned, research, problems and solutions around a specific common interest. Besides fostering learning, COP also allows socialising and networking among members and provides a platform to identify and share best practices. New knowledge gets created when members take back learning from the COP and implement it in their own job areas or centres.

3

## Learning Journey to Other Centres

Learning journeys can be visits to other centres with specific learning outcomes in mind. For example, a centre keen to incorporate more outdoor learning in their curriculum may organise learning journeys to other centres or other operators that have successfully integrated outdoor learning.

4

## Mentoring Programme

Mentorship is “a professional activity that aims to provide career guidance, professional growth and personal enrichment”<sup>2</sup>. The benefits of mentoring include:

- Providing an opportunity for transmission of organisational values and culture to junior staff
- Spreading a learning culture - there is a lot of learning and experience that the junior mentee can glean from a senior mentor. The mentor would get the chance to impart knowledge to the mentee, guide him/her in his/her career development and at the same time, develop his/her coaching skills
- Spot-on development – issues that are worked on are what the mentee needs most help in. Hence, it can also provide timely intervention.

<sup>1</sup> Adapted from source: Introduction to Communities of Practice. <https://www.wenger-trayner.com/introduction-to-communities-of-practice/> (accessed 4 September 2023)

<sup>2</sup> Early Childhood Development Agency. *Mentoring Matters: A Practical Guide to Learning Focused Relationships*. Singapore: ECDA, 2016. ([www.ecda.gov.sg/docs/default-source/default-document-library/early-childhood-educator/ecda-mentoring-matters-e-book.pdf?sfvrsn=e727fa19\\_3](http://www.ecda.gov.sg/docs/default-source/default-document-library/early-childhood-educator/ecda-mentoring-matters-e-book.pdf?sfvrsn=e727fa19_3))

# NON-COURSE-BASED TRAINING

Training courses are only one form of learning. You should also consider other forms of professional development such as the following suggested list of non-course-based training:

5

## Peer Sharing

Through peer sharing sessions, educators share good practices with fellow educators. The sessions may include sharing of programmes and/or teaching and learning strategies. By providing educators with the opportunity to share and discuss their practice, peer sharing sessions encourage mutual learning and exchange among fellow educators.

6

## Project/Stretch Assignment

Projects or stretch assignments are suitable for developing leadership skills and other competencies where educators could be given opportunities to lead and take on assignments that involve the acquisition of new knowledge and skills. The project/stretch assignment could be event-based (e.g. planning a parent or community engagement session) or curriculum-related (e.g. implementing outdoor learning in the centre).

7

## Work Attachment

A work attachment is when an educator shadows a host educator. The attachment can be across different centres within the same operator or across different operators as well as other agencies such as ECDA. The focus is to allow the participant to appreciate different operating contexts and to learn good practices from other centres or organisations. Work attachments could be of varying duration, depending on the needs of the educators and the organisations, e.g. a single 1-day session, a few half-day sessions or a few full-day sessions spread over a few weeks or months.



# Annex — Individual Professional Development Roadmap (IPDM) Template

## INDIVIDUAL PROFESSIONAL DEVELOPMENT MAP (IPDM)

1. Fill in how you will carry out your CPD<sup>1</sup> activities
2. Track your progress

Name of Educator:						Occupational Title:				
Plan							Log			
S/N	What competencies do I want to work on?			What do I want to learn?	Type of CPD	When do I do this?	What resources are needed?	CPD Date(s)	CPD Hours Completed or Reason(s) for not completing	Learning & Application
	TSC Category	TSC	TSC Proficiency Levels	Learning Goals	CPD Activity <sup>1</sup>	Month/Year	(e.g. Funding Support, Approval etc.)			
1										
2										
3										

\_\_\_\_\_  
Signature of Educator and Date

\_\_\_\_\_  
Signature of Centre Leader and Date

<sup>1</sup> CPD activity may include course-based and non-course-based training

# Annex — Individual Professional Development Roadmap (IPDM) Sample

## INDIVIDUAL PROFESSIONAL DEVELOPMENT MAP (IPDM)

1. Fill in how you will carry out your CPD<sup>1</sup> activities
2. Track your progress

Name of Educator: Ms Sample						Occupational Title: Beginning Preschool Educator				
Plan							Log			
S/N	What competencies do I want to work on?			What do I want to learn?	Type of CPD	When do I do this?	What resources are needed?	CPD Date(s)	CPD Hours Completed or Reason(s) for not completing	Learning & Application
	TSC Category	TSC	TSC Proficiency Levels	Learning Goals	CPD Activity <sup>1</sup>	Month/Year	(e.g. Funding Support, Approval etc.)			
1	Child Learning and Development	Child Observation	<b>Lvl. 2</b> – Carry out observation and documentation of children’s learning and development	To be equipped with the skills and knowledge to support the learning and development of children aged 4–6	Designing, Implementing and Evaluating Early Childhood Outdoor Activities (4–6yrs old)	mm/yy	Cost: \$326.35 (with GST) Funding support available from SSG	dd/mm/yy	14 hours	E.g. I will use _____ (knowledge / skills) to support xxxx (names of children) in _____ (eg. daily routines / activities) from term 2.  E.g. I will use ____ (new methods) to interact with the children in my class / centre daily from term 2.
		Learning Environment Design	<b>Lvl. 3</b> – Design quality indoor and outdoor learning environment according to children’s developmental milestones to engage children purposefully		Mentoring Sessions	Once a Term	Protected time for discussions with mentor	Ongoing	Approx. 1 hour per session	E.g. I will share _____ (my learning) with fellow educators in my centre by end of term 2.  E.g. I will apply _____ (takeaways) which I have learnt from my mentor in designing the learning environment of my classroom.
2										
3										

Signature of Educator and Date

Signature of Centre Leader and Date

<sup>1</sup> CPD activity may include course-based and non-course-based training

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Little Seeds Preschool

Asian International College (AIC)

Babilou Family Singapore

Bright Kids School House

Busy Bees Asia

Catholic Preschool Education  
(Singapore) Ltd

E-Bridge Pre-School  
(Member of EtonHouse International  
Education Group)

Far Eastern Kindergarten

Greenland Childcare

Hebron Christian Preschool

Iyad Perdaus

Kidz Meadow Childcare &  
Development Centre

Kinderland Preschool

KLC International Institute (KLC II)

MapleBear International Schoolhouse

Ministry of Education (MOE)

National Institute of Early Childhood  
Development (NIEC)

National Institute of Education (NIE)

New Life Community Services

M.Y World

Nobleland Arts N Learning Place (Preschool)

NTUC First Campus

PAP Community Foundation

PPIS Child Development Centres

Presbyterian Preschool Services

Pre-School By-The-Park

Pu Ti Child Care Centre

Ramakrishna Mission Sarada Kindergarten

Singapore University of Social Sciences (SUSS)

Skool4Kidz Preschool

Star Learners Group

St. Joseph's Institution International Preschool

Sunflower Childcare Group

Super Talent Childcare Ltd

YMCA of Singapore

Y.W.C.A. Preschool Ltd