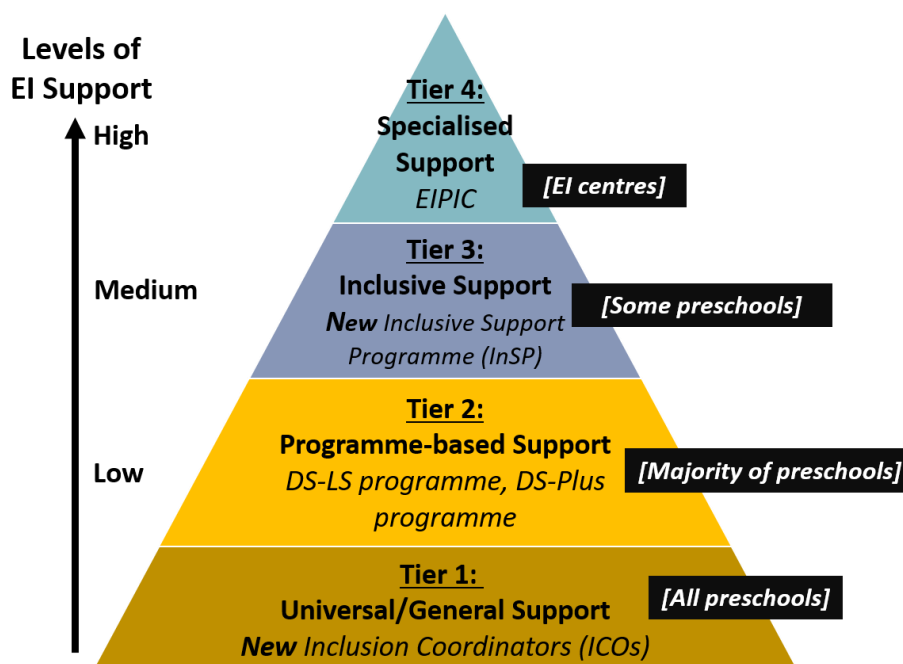


ANNEX A: TIERED FRAMEWORK AND FULL LIST OF RECOMMENDATIONS

1. The IPWG has mapped out a four-tiered framework to enhance support for children with developmental needs, depending on the level of early intervention support (EI) required, as reflected in [Figure 1](#) below. The tiered framework signals that all preschools have a part to play in enhancing support and inclusion for children with developmental needs.

Figure 1. Tiered Framework for an Inclusive Preschool Sector



2. With reference to the tiered framework, the IPWG has put forth **seven** recommendations. The list of recommendations and MSF/ECDA's plans are in [Table 1](#) below.

Table 1. Summary of IPWG Recommendations and MSF/ECDA's Plans

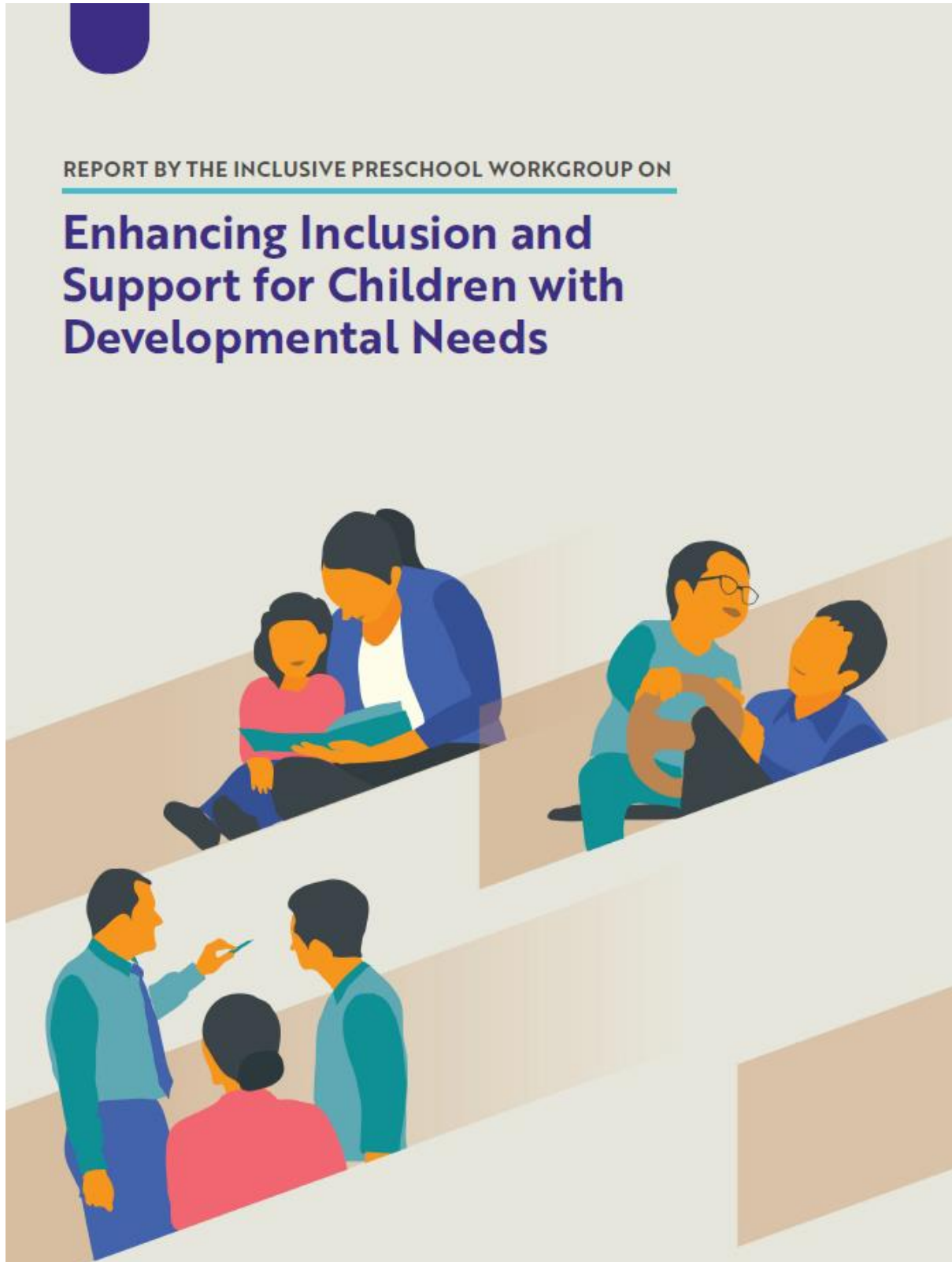
<p><u>Recommendation 1:</u> Work towards every preschool appointing a staff as an Inclusion Coordinator (ICO).</p>	<p>MSF/ ECDA will provide training for ICOs and work towards every preschool appointing one of its staff as an ICO, beginning in the second half of 2023.</p>
<p><u>Recommendation 2:</u> Expand the Development Support – Learning Support (DS-LS) and Development Support Plus (DS-Plus) programmes to more preschools, to support children requiring low levels of</p>	<p>Since its launch in 2012, the DS-LS programme has expanded from 22 preschools to 600 preschools which enroll over 40% of resident preschoolers aged 5 to 6.</p> <p>MSF/ECDA aims to expand outreach of the DS-LS programme to more preschools, covering 60% of preschoolers by 2025, and 80% in steady-state. To</p>

<p>early intervention support.</p>	<p>support the expansion, MSF/ECDA will work with providers to train more Learning Support Educators (LSEds).</p> <p>MSF/ECDA will also increase the number of children to be transitioned from the Early Intervention Programme for Infants and Children (EIPIC) to the Development Support Plus (DS-Plus) programme over the longer term, so that more children can receive support in their preschools.</p>
<p><u>Recommendation 3:</u> Pilot an Inclusive Support Programme (InSP) to integrate early childhood and early intervention services at preschools for children aged 3 to 6, who require medium levels of early intervention support.</p>	<p>MSF/ECDA supports the InSP concept and will work towards piloting with selected preschool centres over the next few years.</p> <p>In line with the IPWG’s recommendation, ECDA will be developing the pilot with changes at 4 levels - child, class, centre and community - to ensure that all children can benefit from a more inclusive setting.</p>
<p><u>Recommendation 4:</u> Enhance integration opportunities for children requiring high levels of early intervention support</p>	<p>The workgroup recognises there remains certain groups of children who require high levels of early intervention support and are better served by more intensive and specialised support at early intervention centres.</p> <p>MSF/ECDA will work with early intervention centres and preschools to explore opportunities for purposeful interactions between these children and their peers.</p>
<p><u>Recommendation 5:</u> Enhance the inclusive education capabilities of early childhood educators and porosity across both early childhood educator and early intervention professional development pathways.</p>	<p>MSF/ECDA is working with the National Institute of Early Childhood Development (NIEC) to enhance the inclusive education component in existing early childhood pre-service training for students and continuing professional development for in-service professionals respectively.</p> <p>MSF/ECDA is also developing a Continuing Professional Development (CPD) roadmap for early childhood educators with ‘inclusive practice’ as one of the focal areas. New programmes, such as the 120-hr Certificate in Inclusive Practice (CIP) and other short courses, will be introduced to help educators acquire inclusive strategies to support children with varying needs within preschools.</p> <p>ECDA will also integrate the skills and career pathways for LSEds and early intervention teachers in the revised Early Childhood Care and Education (ECCE) Skills Framework. This addition underscores the importance of strong partnership and collaborative teaming between early childhood educators and early intervention professionals, and encourages greater</p>

	porosity across the pathways.
<u>Recommendation 6:</u> Enable more timely and systematic identification of developmental needs	<p>To increase take-up of Childhood Developmental Screening, MOH has extended subsidies to eligible Singapore Citizens to receive Childhood Developmental Screening at all Community Health Assist Scheme (CHAS) General Practitioner (GP) clinics and polyclinics.</p> <p>MSF/ECDA and MOE have released a set of professional practice guidelines in Feb 2021, to consolidate information on early intervention programmes and practice guidelines, to standardise and streamline assessments and referrals.</p>
<u>Recommendation 7:</u> Strengthen parental support through parent education	<p>SG Enable launched the Enabling Guide in July 2019 to provide information and advice on schemes, services, support and resources related to disability in Singapore.</p> <p>ECDA will work with SG Enable to curate additional support resources and strategies for parents/caregivers, to be uploaded on the Enabling Guide. ECDA and SG Enable will also collectively explore ways to raise awareness of the Enabling Guide among parents/caregivers.</p> <p>ECDA will also develop a version of the 'Professional Practice Guidelines' for parents.</p>

ANNEX B: IPWG'S REPORT

1. The IPWG's report can be accessed at the following [link](#).



ANNEX C: CERTIFICATE IN INCLUSIVE PRACTICE (CIP)

1. The CIP aims to build on what early childhood educators learn in their pre-service training and help them acquire the skills to apply inclusive strategies to support children with varying needs in preschools. It is targeted at early childhood educators in preschools, prioritising those in preschools offering InSP and other early intervention services (i.e. DS-LS and DS-Plus programmes). The CIP will be open to all L2-certified early childhood educators who have been practicing for at least one year.

2. The 120-hour course is organised into 3 clusters with a total of 7 modules. Early childhood educators may choose to embark on the whole programme, in clusters of modules, or individual modules. Early childhood educators will have to complete the modules in the first cluster in order to embark on modules in the subsequent clusters. The early childhood educator will receive a Statement of Results (SOR) for the completion of each module, and a certificate (with transcript) on completion of all 7 modules. Taken consecutively, the educator can complete the certificate within 6 to 8 months. If preferred, an educator can choose to take the modules individually over a longer period, it is still stackable towards the full Certificate.

3. The 7 modules cover 3 core areas:

- Understanding learning differences in children and how to create a suitable learning environment for inclusive practice;
- Skillsets in differentiated learning as well as classroom and behaviour management; and
- Collaborating with the family and professionals as well as shaping an inclusive practice in the preschool.

ANNEX D: COMPOSITION OF IPWG

Workgroup Members	Designation/Organisation
Co-Chairs	
Ms Sun Xueling	Minister of State, Ministry of Social and Family Development & Education
A/P Kenneth Poon	Associate Dean (Education Research), National Institute of Education (NIE)
Former Co-Chair	
A/P Muhammad Faishal Ibrahim	Former-Senior Parliamentary Secretary, Ministry of Social and Family Development & Education
Government Representatives	
Ms Ng Mie Ling	Assistant Chief Executive, ECDA
Ms Lim Yi Jia	Director, Disability Office, MSF
Ms Lynn Koh	Director, Early Intervention, ECDA
Ms Cynthia Leow	Director, Policy & Sector Funding 1, ECDA
Ms Vivienne Ng	Chief Psychologist, MSF
Dr Mariam Aljunied	Principal Educational Psychologist, MOE
Ms Geraldine See	Director, Preschool Education, MOE
Mrs Loke-Yeo Teck Yong	Director, NIEC
Dr Mary Daniel	Head, Department of Child Development, KKH
Preschool Sector and Early Intervention Sector Partners	
Mr J.R. Karthikeyan	CEO, AWWA
Sr Theresa Seow	Supervisor, Canossaville Preschool
Dr Jacqueline Chung	Academic Director, Anglican Preschool Services
Ms Marini Khamis	Senior Director, Preschool Management Division, PAP Community Foundation (PCF)
Ms Phoon Chew Ping	Deputy CEO (Development), NTUC First Campus (NFC)
Mr David Lim	Executive Director, Presbyterian Community Services (PCS)
Ms Lily Yip	Head, Preschool and Curriculum, Research and Innovation Development, Association of Persons with Special Needs (APSN)
Ms Iris Lin	Senior Assistant Director, Fei Yue Community Services
Ms Amisarni Mohd Amin	Principal, Lighthouse School

ANNEX E: ABOUT SINGAPORE TOGETHER



Singapore Together is about the Government working with Singaporeans, and Singaporeans working with one another, to build our future Singapore. The Government will open up more partnership opportunities for Singaporeans to participate. The Government also hopes to support more citizen-led efforts. Whatever our background or interests, we can each step forward to contribute in areas that we care about. By working together, we can turn diversity into strength and transform challenges into opportunities, to build a Singapore that present and future generations of Singaporeans will be proud of. For more information, visit www.singaporetogether.gov.sg.

ANNEX F: LIST OF TRANSLATED TERMS

Keywords (English)	Chinese	Malay	Tamil
Early Childhood Development Agency (ECDA)	幼儿培育署 (幼培署)	Agensi Pembangunan Awal Kanak-kanak (ECDA)	பாலர் பருவ மேம்பாட்டு அமைப்பு
Inclusive Preschool Workgroup (IPWG)	共融幼儿园 工作小组	Kumpulan Kerja Prasekolah Inklusif (IPWG)	அனைத்து மாணவர்களையும் உள்ளடக்கிய பாலர் பள்ளி செயற்குழு
Inclusion Coordinator (ICO)	共融协调员	Penyelaras Inklusif (ICO)	உள்ளடக்கல் ஒருங்கிணைப்பாளர்
Development Support – Learning Support (DS-LS)	启发辅助计划 – 学习支持计划	Sokongan Pembangunan – Sokongan Pembelajaran (DS-LS)	வளர்ச்சி ஆதரவு – கற்றல் ஆதரவு
Development Support Plus (DS-Plus)	升级版启发辅助计划	Sokongan Pembangunan-Plus (DS-Plus)	கூடுதல் வளர்ச்சி ஆதரவு
Inclusive Support Programme (InSP) Pilot	包容性辅助试点计划	Program Rintis Bantuan Inklusif (InSP)	அனைத்து மாணவர்களையும் உள்ளடக்கிய முன்னோடி ஆதரவுத் திட்டம்
National Institute of Early Childhood Development (NIEC)	国立幼儿培育教育学院	Institut Nasional Pembangunan Awal Kanak-kanak (NIEC)	இளம்பருவ வளர்ச்சிக்கான தேசியக் கல்விக் கழகம்
Certificate in Inclusive Practice (CIP)	包容性教育 实践证书	Sijil Amalan Inklusif (CIP)	அனைத்துக் கற்றல் தேவைகளையும் உள்ளடக்கிய கல்விப் பயிற்சிச் சான்றிதழ்
Ms Sun Xueling, Minister of State for Social and Family Development & Education	孙雪玲 新加坡教育部兼社会及家庭发展部 政务部长	Sun Xueling Menteri Negara (Pembangunan Sosial dan Keluarga merangkap Pendidikan)	சமுதாய, குடும்ப மேம்பாட்டு மற்றும் கல்விக்கான துணை அமைச்சர்

Associate Professor Kenneth Poon, Associate Dean (Education Research) at National Institute of Education	国立教育学 院副院长 (教育研 究) 潘健龙 副教授	Dekan Bersekutu (Kajian Pendidikan) di Institut Pendidikan Nasional, Associate Professor Kenneth Poon	டாக்டர் கென்னத் பூன், தேசியக் கல்விக்கழகம் கழகத்தில் இணைத் துறைத்தலைவர் (கல்வி ஆய்வு)
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