

Achieving Excellence through

Continuing Professional Development

A **CPD** Framework for Early Childhood Educators







FOREWORD

Increased awareness of how early education impacts children's development has resulted in a greater emphasis on the professional development of their teachers and carers.

Studies have shown that sustained professional development for teachers is associated with more positive and stimulating teacher behaviour and positive child outcomes. When designed well, these opportunities help teachers master content, hone teaching skills and address challenges faced in the classroom.

Regardless of the duration and quality of pre-service education a teacher receives, it is not sufficient to prepare them for the challenges they will face throughout their careers. As such, quality continuing professional development (CPD) is necessary to ensure that teachers are able to meet the demands of diverse children needs, engage parents, as well as become active agents of their own professional growth.

This CPD framework provides child care personnel with a structured pathway to develop, update, or even specialise in knowledge and skills relevant to their profession, so that they may continue to provide high quality programmes and services to children and families.

This framework comprises two sections: a lattice of core competencies and a toolkit that sets out strategies and resources for operators to chart their employees' professional growth. There is also a list of resources and suggested CPD activities that child care personnel can participate in – from attending conferences, seminars, workshops, mentoring, professional reading to participating in learning communities.

By adopting this framework, we hope that centre leaders and teachers will work in partnership to create more professional development opportunities. This, we believe, will positively impact the quality of teaching practices and learning for both children and teachers in the years ahead.

Chan Lin Ho (Dr)
Deputy Director
(Policy & Development)
Child Care Division



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CPD and How it Benefits You



INTRODUCTION

Rationale for a Continuing Professional Development Framework

The knowledge, skills, and practices of early childhood educators are important factors in determining how much a young child learns and how prepared that child is for entry into school.

Early childhood educators are expected to have deeper understandings of child development and early education issues so that they can:

- provide richer educational experiences for all children, including those who are vulnerable and disadvantaged
- engage children of varying abilities and backgrounds
- connect with a diverse array of families

The quality of pre-school provision depends greatly on the teachers and the training received by them. Teacher training and qualification offer high leverage opportunities for enhancing standards of training and expanding career opportunities for early childhood educators.

In 2010 to 2011, a series of focus group meetings were conducted with child care operators, teachers and various training providers on the need to have a comprehensive Continuous Professional Development (CPD) framework to guide and support the development of ECE teachers and leaders.

Participants in these consultations unanimously agreed that investing in their teachers' professional development is a key strategy for retaining employees and improving the quality of their programmes for children.

Besides required certification courses, ongoing professional development and training will ensure that pre-school professionals are well equipped to provide our young with an enriched learning environment to nurture their social skills and values, and prepare them for lifelong learning.

The quality of pre-school provision depends greatly on the teachers and the training received by them. Teacher training and qualification offer high leverage opportunities for enhancing standards of training and expanding career opportunities for early childhood educators.



TRAINING FRAMEWORK AND PATHWAYS

CPD is designed to complement the existing training pathways for early childhood educators, going beyond the basic accredited training courses required for teacher certification.

Currently, all ECE training pathways fall under the purview of the Pre-school Qualification Accreditation Committee (PQAC) and the Early Years Accreditation Committee (EYQAC) to oversee the standards and quality of pre-school teacher training for both kindergarten and child care sectors in Singapore.

In September 2011, the Ministry of Community Development, Youth and Sports (MCYS) announced the new training and certification pathway for educarers (child care professionals who work with young children 0 to 3 years old). The new Singapore Workforce Skills Qualifications (WSQ) training pathway aims to raise the skills level of early years educarers, targeted at building specialised competencies to cater to the unique developmental needs for this age group. The new pathway comprises two new courses: the Advance Certificate in Early Years (WSQ ACEY) for those who wish to work with infants and toddlers aged from two months to three years, and the Higher Certificate in Infant Care (WSQ HCIC), for those who wish to work with infants.

With the integrated training pathways catering to both educarers and pre-school educators in place, it is timely for the child care sector to embrace the concept of continuing professional development.

CPD is designed to complement the existing training pathways for early childhood educators, going beyond the basic accreditation training courses required for teacher certification.



WHAT IS CONTINUING PROFESSIONAL DEVELOPMENT?

The term Continuing Professional Development, or CPD, is common to many professions. CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job¹.

Continuing professional development is a life-long process of learning. This CPD framework and toolkit serves as a guide for child care operators and educators to plan and develop ongoing professional training, enabling staff to fulfil their present or future roles more effectively as well as maintaining a high standard of professional competence.

Every early childhood professional has a personal responsibility to develop and maintain their knowledge and skills to ensure professional competence throughout their careers. Simply put, CPD is an investment in your future.



The key principles of the CPD framework are:

1. Individual and centre commitment to improve and learn

Continuing professional development is both an individual responsibility and the responsibility of the employer. Every child care educator has a professional responsibility to maintain a sufficiently high standard of professional competence and to be current in their knowledge and skill base in order to provide the best care and development programmes for young children. Every centre needs to commit to the on-going efforts to upgrade its teachers.

2. CPD opportunities include both formal and informal training and development activities

Continuing professional development opportunities should be relevant to the educator's work and teaching responsibilities and every child care personnel should be able to participate in continuing professional development opportunities.

The term professional development refers to different types of facilitated learning experiences that are designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge to practice.

- **Knowledge** consists of facts, concepts, ideas, vocabulary, and related aspects of educational culture and best practice.
- **Skills** refer to the observable units of action that occur in a relatively discrete period of time. These are learned through direct instruction, modelling and imitation, application of theory to practice, discovery, or other methods, and are modified or improved through feedback, guidance, practice, repetition, drill, and continuous use.
- **Dispositions** are prevailing tendencies to exhibit a pattern of behaviour frequently, consciously, and voluntarily. Dispositions are distinguished from skills in being broader in scope and includes motivation to be applied and put to use – in contrast, one can have a skill but no desire to use it.



“There is plenty of research evidence pointing to the positive correlation between teachers’ on-going professional development and improved outcomes for children’s learning. What is important then, for leaders as well as teachers planning for professional development, is to set real goals, design a realistic and practical plan and allocate resources appropriately and wisely both for individuals as well as for the centre as a whole. This is what the CPD Framework sets out to do.”

Dr Jane Ching-Kwan, Principal, KLC School of Education

Professional development includes a wide range of learning activities, including formal higher education that results in awarding credit, and informal training activities delivered to in-service early child care providers in the form of training workshops and activities, in-house training and even professional reflection and writing.

As training needs differ according to the developmental stage of the teacher, it is useful to select the appropriate types of CPD activities that cater to the different needs and experience of teachers. For beginning teachers, on-site support and technical assistance, colleague advice and access to specialists would be more helpful at this stage of their professional development.

For more experienced teachers, attending conferences, reading journals, networking with other professionals and visits to demonstration projects would be more engaging and appropriate as they welcome the opportunity to read widely and to interact with other educators working on similar problem areas.



“The CPD Framework is designed to encourage the development of Early Childhood professionals so that they reflect on their practices and its quality, are able to adopt and assess new approaches to their practice and develop better ways of working.”

**Ms Lynn Heng,
Group Professional Leadership Officer,
NTUC First Campus**



THE BENEFITS OF CPD

How does CPD benefit me?

Teachers play a key role in ensuring quality in child care programmes. A key factor that is positively associated with teacher quality is participation in professional development².

CPD involves the process of regularly assessing current and future skills and knowledge requirements that are relevant to a teacher's responsibilities, as well as planning and implementing an ongoing programme of training and development to address these needs. When adopted and embraced, the process allows you to:

- 1 Foster excellence in your teaching and leadership practice**
- 2 Be accountable for remaining current in your practice, thus improving the profession's credibility with the public**
- 3 Enhance professional image**
- 4 Progress your career**
- 5 Reflect on personal achievements and invest in future development**
- 6 Learn from others and exchange knowledge and ideas**
- 7 Benchmark your performance**
- 8 Plan and design your own professional development**
- 9 Develop the skills you need to do your job more effectively**
- 10 Learn in a flexible style, identifying and making the most of available development opportunities**



Evidence from Research

Evidence from research is just beginning to uncover the complex interplay of factors that change providers' practices and how it affects the quality of care children receive. The knowledge, skills, and practices of early childhood educators are important factors in determining how much a young child learns. For young children in early childhood settings, interactions with teachers/caregivers are the "primary mechanism" through which experiences affect the child³.

Professional development of the early care and education sector is linked to quality in the following ways:

A. Professional development and programme quality

- There is evidence of a positive correlation between training and programme quality, even when level of education is taken into account⁴.

B. Professional development and child outcomes

- Studies show that both education and training are associated with more positive and stimulating teacher/caregiver behaviours and positive child outcomes. Education and training that increases positive interactions between adults and children affect multiple areas of development⁵.

- Training on implementation of curriculum, when accompanied by coaching, can produce large changes in practices that support children's developmental outcomes.


C. Professional development and workforce stability

- Compensation initiatives that are linked to increased education and/or completion of training can result in workforce stability.
- Reports of participation, education levels, and staff retention indicate that CPD initiatives have been successful in lowering turnover rates among participants, increasing educational levels, as well as motivating participants to pursue ongoing professional development⁵.



END NOTES

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“Through CPD, I could see that the teacher gained classroom management skills and she managed the classroom better.”

Ms Rohayu Bte Nabebe
Executive Principal
My First Skool, Hougang

Watching Teachers Grow

With proper training and guidance, Continuous Professional Development can enable inexperienced teachers to bloom.

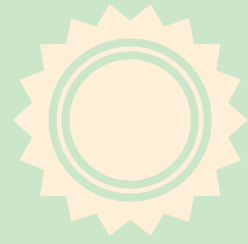
“Continuous Professional Development (CPD) is essential for young ECE teachers who lack field experience,” says Ms Rohayu Bte Nabebe. As the Executive Principal of My First Skool in Hougang, she has seen how CPD can transform a young, inexperienced teacher into a competent, highly skilled one.

Recalling an incident two years ago, Rohayu says she had a teacher who had joined after obtaining the pre-requisite diploma and degree. But as the young teacher lacked the necessary experience, she found managing her class of nursery students to be a difficult task.

Rohayu encouraged the young teacher to attend modular courses at SEED Institute that taught practical strategies for managing the classroom. Additionally, the teacher would also seek advice from her peers on ways to improve herself during regular school days.

In Rohayu’s opinion, ECE practitioners can continuously improve their skills in other avenues aside from training. “I am glad CPD also includes peer training, peer learning and reading of articles from good literature sources.”

She also hopes that there would be more technology-based CPD programmes, such as e-learning platforms, forums or even blogging. “Perhaps ECE teachers can find other ways to improve themselves using technology.”



Components of the CPD Framework

Components of the
CPD Framework



AN OVERVIEW OF THE CPD FRAMEWORK

How is the CPD framework organised?

The CPD Framework includes the following components:

1. A lattice of core competencies comprising four core knowledge domains.
2. A toolkit and planner that serves as a guide for educators and supervisors to develop a professional development plan for teachers and themselves using the core competencies lattice. It sets out the steps, planning templates and resources to chart employees' professional development.
3. A list of resources and suggested CPD activities that child care personnel can participate in – from attending conferences, seminars, workshops, mentoring, professional reading to participating in learning communities.

Together, the competencies lattice and toolkit serve as a document and resource to identify areas for continuing professional development and career progression for early childhood educators and leaders.

The first section of the framework maps out the core competencies according to the four core knowledge areas. To find out how to identify the core competencies for your professional development, the toolkit section describes the processes and steps for doing so. These include:

- A. Regular reflection on your work experiences through reading, writing, and developing a professional portfolio.

- B. Participation in professional development activities such as workshops, seminars, conferences, in-service trainings, communities of practice sessions or accredited training courses*.
- C. One-on-one learning activities such as receiving guidance, mentoring and coaching from a mentor or supervisor.

What do early childhood teachers need to know and do?

Early Childhood Educators' (ECE) competencies are what they need to know and do to demonstrate that they are well prepared to effectively educate and care for young children. ECE competencies typically start with broad concepts or domains of knowledge and skills (e.g., knowledge about child development, working with families, etc). The detailed lattice is found on page 29 - 58.

The four core knowledge domains that make up the professional competencies lattice are:

I. Child Development

II. Learning Environments and Curriculum

III. Family and Community Engagement

IV. Management, Administration and Leadership

* Accredited training courses include programmes accredited under the Singapore Workforce Skills Qualifications (WSQ) system. Directory of available training programmes can be found under Useful Links and Resources within the CPD toolkit.

LEVELS OF PROFESSIONAL DEVELOPMENT

The three levels of professional development of a teacher’s career described in the framework state the professional characteristics that a teacher practitioner is expected to maintain and to build on at his/her current career stage.

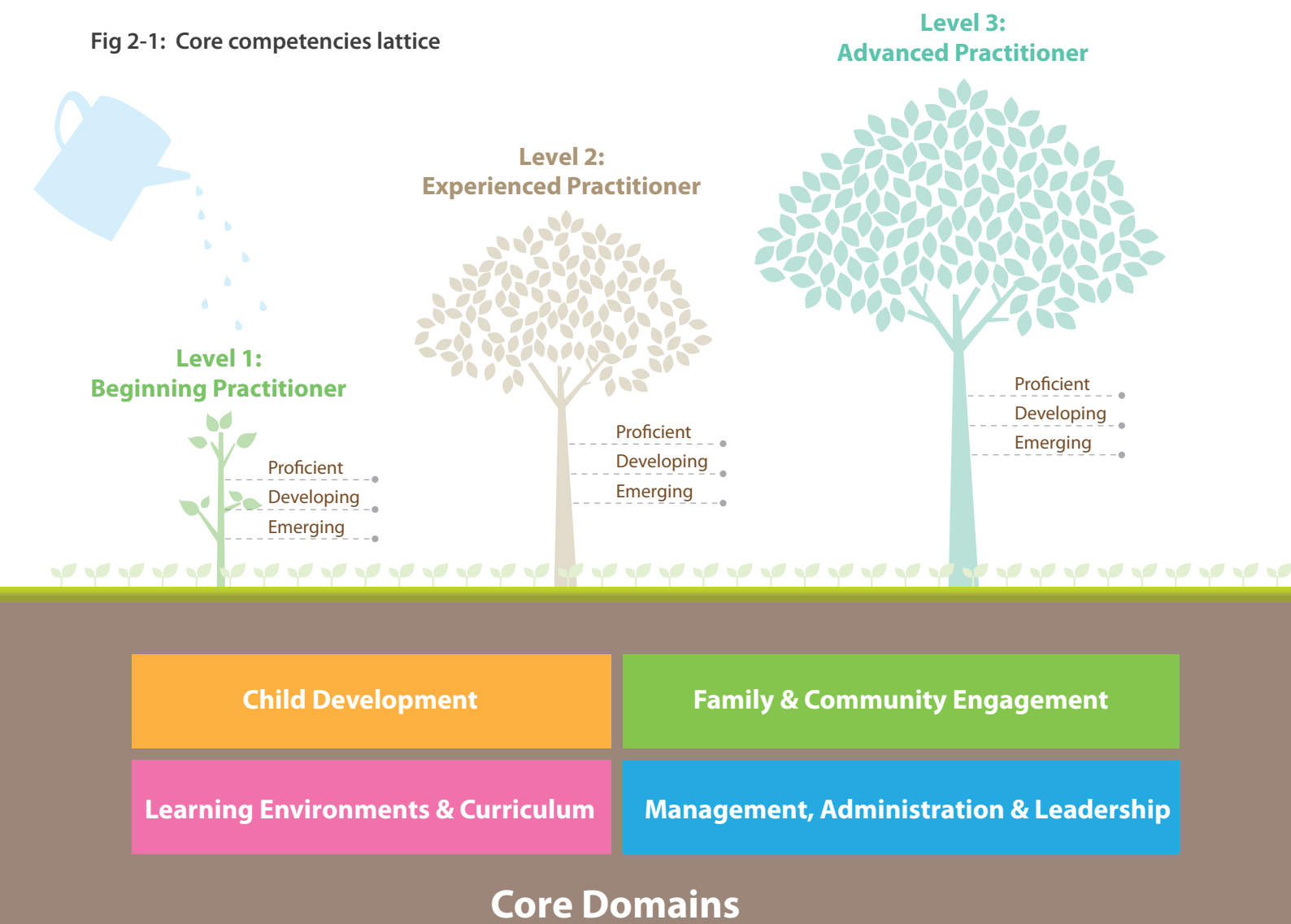
Each set of domain competencies at each level builds on the previous set. You will be expected to continue to meet the core competencies and to broaden and deepen your professional attributes, knowledge, understanding and skills within a specific level.

For instance, a teacher being considered for Level 2 would need to satisfy the Level 1 competencies as well as meet the competencies of Level 2. A teacher

aspiring to become Level 3 would need to satisfy the standards that are specific to that level and meet the preceding standards for Level 1 and 2.

The relevant competencies should be looked at as a whole in order to help teachers identify areas of strength and areas for further professional development. As your career progresses, you will be expected to demonstrate and extend the depth and breadth of knowledge, skill and understanding in terms of your mastery as well as increasing effectiveness in meeting the competencies, according to the role you are fulfilling and in the context in which you are working.

Fig 2-1: Core competencies lattice



The following table summarises three broad levels of professional development:

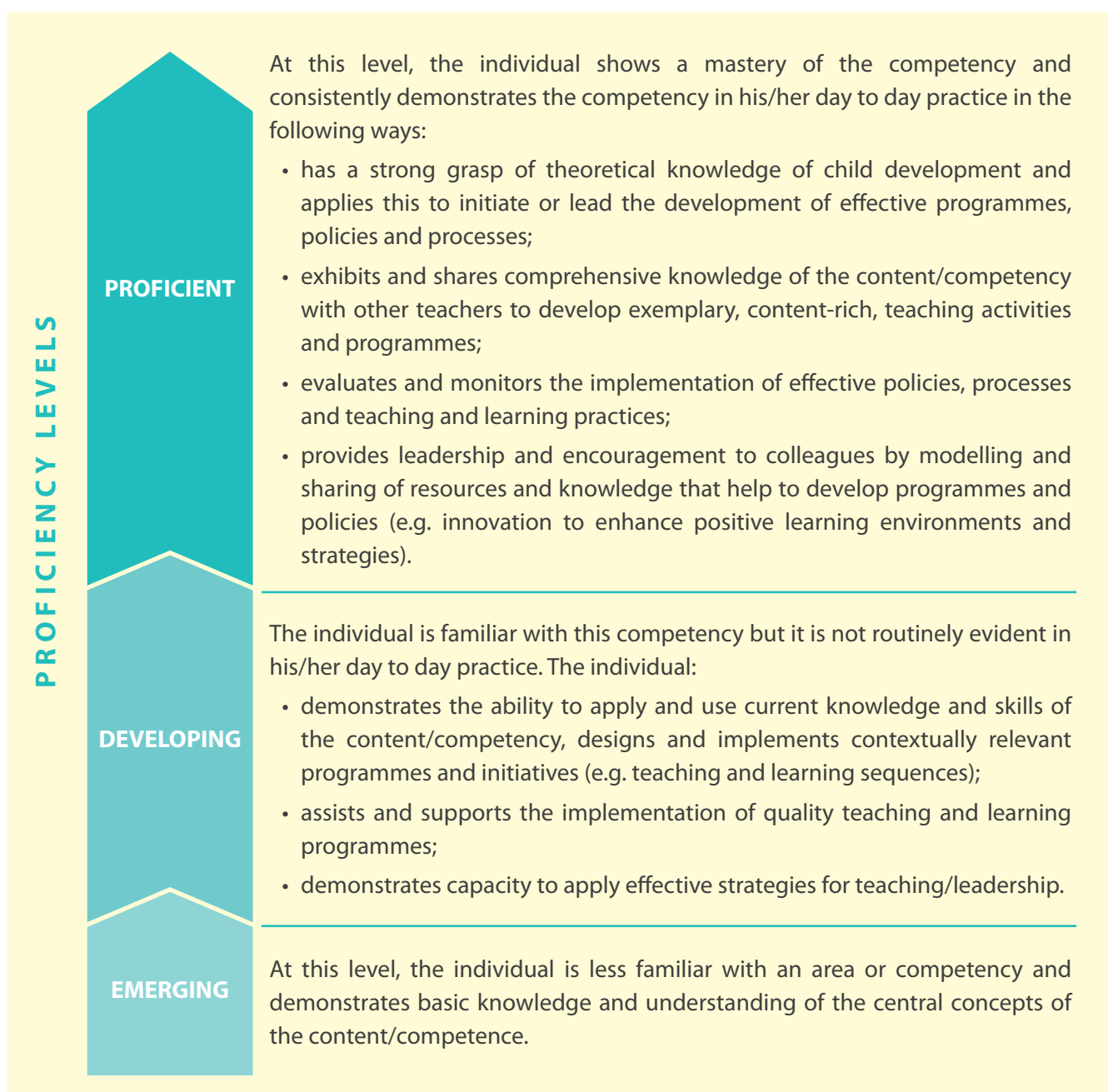
Level of Competency	Knowledge, Skills, Attributes	What This May Look Like in Practice
<p>Level 1 Practitioners are beginning their careers in early childhood education. They would have undertaken and completed an accredited ECCE programme (Certificate) in teaching and possess the requisite knowledge, skills, values and attitudes to plan for and implement age appropriate activities and curriculum for young children.</p>	<p>Have fundamental understanding of core knowledge areas for entry-level professionals, working under supervision and with the ability to apply solutions to familiar problems and situations.</p>	<p>Able to carry out routine tasks with basic competence in a range of roles and responsibilities.</p>
<p>Level 2 Practitioners are experienced (with at least 3 years of relevant work experience in early childhood education and care programmes) and professionally competent in their roles. They demonstrate successful teaching experience and would have completed at least a Diploma in Early Childhood Care and Education and/or Leadership.</p>	<p>Include the Level 1 competencies as well as the knowledge, skills and attitudes associated with Level 2 and has a broad range and depth of core knowledge.</p> <p>Able to interpret and reflect on information and possess a wide range of practical skills.</p> <p>Show propensity to acquire specialist knowledge in an area and is able to access, evaluate, compare and interpret information. Have a well-developed range of skills and ability to employ in complex situations.</p>	<p>Able to effectively monitor, evaluate and plan for developmental and educational programmes that meet the needs of children.</p>
<p>Level 3 Practitioners are highly proficient personnel who are accomplished and successful practitioners with extensive relevant ECE experience as a teacher and/or centre principal.</p> <p>These are personnel who have a record of outstanding teaching and leadership qualities and competencies and are committed to enhancing the quality of teaching and learning of children and adults.</p> <p>They are likely to possess either a Degree in ECE (or a related field) or are currently enrolled in an Undergraduate or Graduate programme in ECE.</p>	<p>Include the Level 1 and 2 competencies as well as the knowledge, skills and attitudes associated with Level 3.</p> <p>Possess in-depth understanding of comprehensive body of knowledge with expertise in particular area of knowledge. Demonstrate and generate innovative responses to challenging situations.</p> <p>Able to analyse, evaluate and interpret a wide range of information.</p> <p>Are committed educators who can articulate a vision of education to their colleagues, peers, the profession and the wider community.</p> <p>Demonstrate a mastery of complex theoretical knowledge and able to critically evaluate knowledge, concepts and practice.</p>	<p>Recognised as having in-depth knowledge of child development and curriculum and pedagogy and provide an exemplary model to others through their professional expertise.</p> <p>Typically, assume a leading role in raising standards in the centre by supporting improvements in teaching practice as well as support and help their colleagues to improve their effectiveness.</p> <p>As practitioners, provide models of excellent and innovative teaching and use their skills to enhance teaching and learning by undertaking and leading school improvement activities and continuing professional development (CPD) for other teachers.</p> <p>Carry out developmental work across a range of workplaces and draw on the experience they gain elsewhere to improve practice in their own and other centres.</p>

LEVELS OF PROFICIENCY

Professionals may enter the field of early childhood at different points of their professional development and have varying levels or proficiency for the different competencies. As each competency is gained over time from a combination of education, experience and reflection, it is important to remember that even after taking a Level 1, 2 or 3 professional development

activity, it is possible that you may still be at the Emerging or Developing level of attainment.

For each competency, you may find your knowledge and skills of that competency to be at varying levels of proficiency and mastery. The following illustrates what this may look like in practice:



The illustration below shows how the Core Knowledge Domains, Sub-areas and Core competencies form the Professional Competencies Lattice.

Core Knowledge Domains refer to the foundational knowledge base, skills and standards of practice that all practitioners in the field need to possess.

The core competencies in each Core Knowledge Domain are arranged in levels from entry level to advanced. Level 1 addresses the Beginning Practitioner, Level 2 the Experienced Practitioner, and Level 3 the Advanced Practitioner.

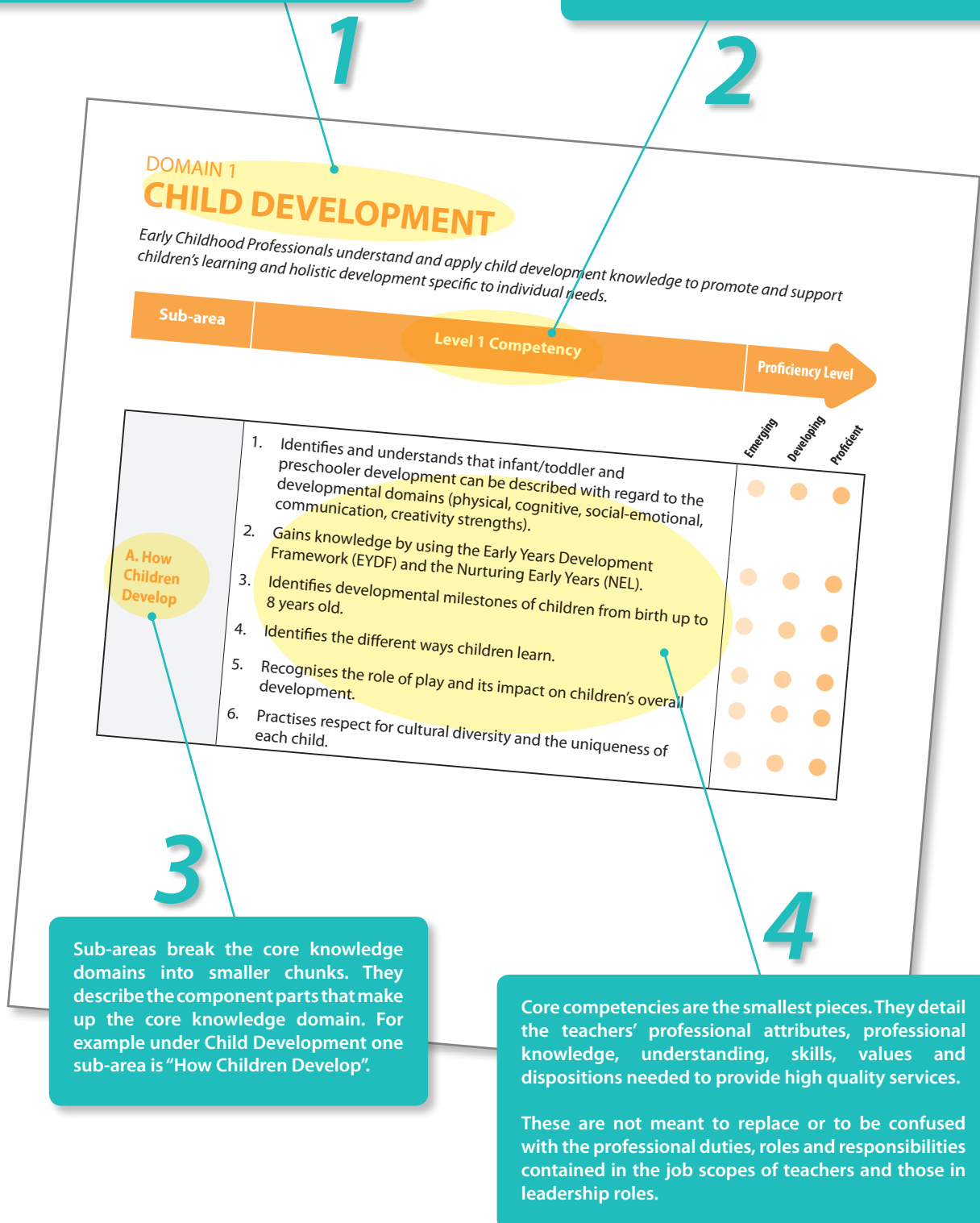


Fig 2-2: Structure of knowledge domains

HOW THE CORE COMPETENCIES LATTICE CAN BE USED



The core competencies are formatted in a grid. They are to be used as an assessment tool by individuals to conduct self-assessment, as well as by mentors or supervisors to assess and guide other professionals. The competencies at each level will support teachers in identifying their professional development needs. Where teachers wish to progress to the next career stage, the next level of the framework provides a reference point for all teachers when considering future development. While you may not necessarily want to move to the next career stage, the competencies will enable you to identify ways to broaden and deepen your knowledge, skills and expertise within your current career stage.

As you may specialise in or assume different roles or job responsibilities, it is advisable to focus on just one to two core areas of knowledge and skills to develop and hone in. For example, a centre principal wanting to further develop her competencies in programme administration can first look at the Management, Administration and Leadership core knowledge domain, and plan her professional development by selecting relevant CPD courses and activities that will help her to acquire the knowledge and skills in that area at a particular level.

“The competencies in ‘Family and Community Engagement’ are good because they help us to relate to parents from a different perspective, taking into consideration their different backgrounds.”

Ms Irene Lim, Child Care Teacher, Creative O Preschoolers’ Bay



The core competencies can be used by everyone working in the field of early childhood in different contexts:

Child Care and Pre-school Personnel

Practitioners and professionals working directly with children and families (teachers, providers, caregivers, paraprofessionals and others) can use the competencies lattice to:

- assess their own skills, knowledge and attitudes
- identify their learning needs and strengths to create professional development plans that address gaps in the above

Supervisors, administrators, mentors and others who provide support to practitioners can use the competencies to:

- provide orientation for teachers
- develop job descriptions
- evaluate work performance of teachers
- assess strengths, challenges and learning needs of teachers so as to provide opportunities for advancement
- support individuals in creating a professional development plan

As performance management is an integral process to support teacher's professional development, the lattice provides the context for regular discussions about teachers' career aspirations and their future development.

Hence, it is intended that this framework will provide a backdrop for discussions about how a teacher's performance should be viewed in relation to his/her current career stage and the career stage he/she is approaching. Supervisors can review the level of competencies expected of their teachers during the appraisal process by tapping on the competencies listed within the lattice.

Organisations Providing Training Courses

Instructors and those who sponsor or plan professional development can use the competencies to:

- design and evaluate course content
- organise professional development opportunities for participants to develop their core competencies

What comes next?


It is more useful and realistic to view CPD as a process of learning and change that is coupled with honest and comprehensive assessment for the purpose of planning on-going and future professional development.

As self-reflection is a key ingredient of the self-assessment process, the next section, **"The CPD Planner: Toolkit for your Professional Journey"**, will provide a set of planning tools and a step-by-step guide to help you build a roadmap for your continuing professional development.

"I think this CPD planner is a good tool because it gives an indication of where ECE teachers are in their work and where they can work towards."

Ms Zita Tan, Centre Supervisor, Pebble Place





“In a few years time, hopefully I would have improved as a teacher and even move up to the management level.”

Ms Jocelyn Lim
Teacher
Little Skoolhouse International

CPD For Career Success

Continuous Professional Development is a life-long process of learning. As an investment in one's work skills and knowledge, CPD can also help groom the next generation of effective, well trained ECE teachers.

No matter how many years of experience one has, a competent and skilled ECE practitioner knows that learning never stops throughout one's career.

This is true for Ms Jocelyn Lim, an ECE teacher who teaches a class of kindergarten children at the Little Skoolhouse International. Having worked there for the past three years, Jocelyn is constantly upgrading herself through courses and in-house training programmes that the centre provides. Some of the courses that she has participated in include first-aid training and phonetics courses.

Jocelyn is not resting on her laurels, and took the initiative

to upgrade from her Ngee Ann Polytechnic diploma by pursuing a degree in Early Childhood Education.


For Jocelyn, the most important insight that she has gained is managing her emotions and patience when teaching children. She also hopes to learn more about dealing with children with special needs or how to use art as a medium for teaching.

Right now, Jocelyn is geared toward chalking up more experience as a child care teacher. With continuous learning, she even hopes to move up the career ladder in the future.

Core Knowledge Domains

- I. Child Development
- II. Learning Environments and Curriculum
- III. Family and Community Engagement
- IV. Management, Administration and Leadership





“CPD gives you the drive to learn. You can’t stagnate in your work and it’s important to keep up to date with the latest developments in the field.”

Mr Abu Bakar
Senior Teacher
Chiltern House (East Coast)

Achieving Professional Status

Through Continuous Professional Development, teachers such as Mr Abu Bakar are becoming more confident of their teaching abilities.

Not only does Continuous Professional Development (CPD) help raise the standards of child care, it also enables ECE teachers to be seen as professionals in their own right.

As senior ECE teacher at Chiltern House (East Coast), Mr Abu Bakar often fields questions from concerned parents from topics ranging from child behaviour to learning milestones. “Some parents would ask me, ‘My child is not eating, what should I do?’” he says.

In such instances, Bakar relies on his knowledge on child development to reassure parents or educate them about their children’s learning milestones. “If you learn

about children’s behaviour, then you can give parents the appropriate advice,” he explains. “If you carry yourself well, you come across as a confident person,” states Bakar, “and this confidence can only come after constant upgrading and learning.”

A teacher of nine years, Bakar says his career has come a long way since starting out as an ECE assistant who would teach art and help kids with their drawings. Since obtaining his degree in Early Child Care from the University of South Australia, Bakar now banks on his knowledge to observe whether children are displaying the age-appropriate learning and capabilities in his class.

STRUCTURE OF KNOWLEDGE DOMAINS

The core knowledge domains and sub-areas are summarised in the following table:

I. Child Development

Early Childhood Professionals understand and apply child development knowledge to promote and support children's learning and holistic development specific to individual needs.

A. How Children Develop

Addresses the principles and knowledge of child development to be applied in practice with respect to individual learning needs to support children's healthy development.

B. Factors that Contribute to Development

Addresses the individual, social, emotional, cultural and ecological aspects of a child's life that work together to facilitate optimal learning and development for positive outcomes.



II. Learning Environments and Curriculum

Early Childhood Professionals plan and implement a child-centred intentional programme based on a cyclical process of observation, documentation and evaluation to facilitate children's learning needs and interests.

A. Environmental Design - Materials and Equipment

Describes strategies to create learning spaces that promote exploration, experimentation and discovery in a safe, developmentally appropriate and resource-rich environment. Addresses the range and variety of resources made accessible and available to children in sensorial, play-based learning experiences.

B. Schedules and Care Routines

Addresses the components of personal care, routines and transitions in the curriculum to support children's needs.

C. Strategies to Support Learning and Development

Encompasses the knowledge, skills and techniques of intentional teaching to meet learning outcomes and programme goals.

D. The Intentional Programme and Curriculum

Addresses the principles of purposeful, meaningful, developmentally appropriate and culturally responsive experiences that support children's learning dispositions, growth, development and learning.

E. Observation and Assessment

Describes the purposes, strategies and tools for gathering information on children's learning and development as an individual and in group settings. Encompasses the variety of tools to interpret, analyse and evaluate children's learning and development from observations and documentation to support planning.

F. Supporting Children's Emotional Development and Positive Relationships

Emphasises the importance and significance of respectful, reciprocal relationships central to a child's development of identity, self-regulation and resilience as a foundation in the early years.



III. Family and Community Engagement

Early Childhood Professionals build strong partnerships with families by communicating and sharing information and resources to facilitate the continuity of learning between centre, homes and the wider community.

A. Family Characteristics and Influences

Addresses the central role of families in every child's life and the principles of inclusive practice in embracing and incorporating diverse family culture and backgrounds into the curriculum.

B. Building Relationships

Emphasises respectful communication practices, positive interactions and collaborative partnerships between centre staff and families to support children's learning.

C. Community Involvement and Resources

Focuses on strategies of family engagement and connecting with families and community to promote positive learning outcomes for children.

D. Planning and Developing Family and Community Programmes

Focuses on the exchange of information and resources between the centre, families and the wider community supported by staff and centre programmes.



IV. Management, Administration and Leadership

Early Childhood Professionals maintain a high level of ethics and professionalism through effective administrative practices, professional development and collaborative teamwork within centre, in and across sectors in advocacy for a high quality of care and education.

A. Personal and Professional Interactions

Focuses on effective and open communication channels for the exchange of information, ideas and sharing to build strong professional relationships and uphold ethical, professional practice.

B. Human Resource Management

Addresses the principles of organisational culture and management procedures in ensuring a high level of staff quality and opportunities for professional development.

C. Organisational Management and Continuous Programme Improvement

Encompasses the knowledge, organisational skills and leadership qualities to develop and implement policies and programmes of high quality and standards.

D. Financial and Facilities Management

Addresses the financial accounting and budgetary control of a centre's funds and the management and maintenance of centre facilities for safe and optimal utilisation.

E. Regulations, Policies and Quality Standards

Addresses the regulatory compliance to national frameworks, accreditation and licensing standards, centre policies, programmes and curriculum to provide services that meet or exceed standards of practice for children and families.

F. Leadership, Team Building and Professional Development



















Encompasses the commitment to the overall vision of high quality care and education services through modeling and leading professional development, cultivating and motivating self and others to work collaboratively in teams and across disciplines and interests groups to form communities of practice.


































DOMAIN 1

CHILD DEVELOPMENT

Early Childhood Professionals understand and apply child development knowledge to promote and support children's learning and holistic development specific to individual needs.

Sub-area	Level 1 Competency	Proficiency Level		
A. How Children Develop		Emerging	Developing	Proficient
	1. Identifies and understands that infant/toddler and preschooler development can be described with regard to the developmental domains (physical, cognitive, social-emotional, communication, creativity strengths).			
	2. Gains knowledge by using the Early Years Development Framework (EYDF) and the Nurturing Early Learners Framework (NEL).			
	3. Identifies developmental milestones of children from birth up to 8 years old.			
	4. Identifies the different ways children learn.			
	5. Recognises the role of play and its impact on children's overall development.			
	6. Practises respect for cultural diversity and the uniqueness of each child.			








































Child Development

Sub-area	Level 1 Competency	Proficiency Level		
		Emerging	Developing	Proficient
B. Factors that Contribute to Development	1. Identifies children's basic needs, such as nutrition, trust, safety, attention and belonging.			
	2. Recognises the relationship between meeting children's basic needs and its impact on growth and development.			
	3. Defines adult-infant bonding and explains how it is important in supporting exploration and later development of children.			
	4. Recognises the progression of age-appropriate skills in eating and the attachment and social/emotional development that occurs during feeding.			
	5. Has basic knowledge of procedures to be followed to ensure the overall hygiene, safety and well-being of young children 0 - 8 years in care settings, including basic first aid.			
	6. Understands the important roles of children's families and other social environments in supporting and shaping the children's development.			
	7. Identifies factors in the environment that impact development, including prenatal factors, media factors, pollutants and contaminants.			
	8. Defines temperament and its role in children's bonding with people and the environment.			
	9. Understands differences between typical and atypical development, recognising that there is a range of ages at which children acquire skills.			
	10. Defines resiliency in children and identifies characteristics of a resilient child.			
	11. Recognises that stress resulting from trauma, abuse, neglect and other factors affects children's development and behaviour in individual ways.			











































Child Development

Sub-area	Level 2 Competency	Proficiency Level		
A. How Children Develop	1. Distinguishes major theories and concepts of child development.	Emerging	Developing	Proficient
	2. Explains how brain development impacts early care and education practices.			
	3. Explains how exploration and intentional play impact children's development.			
	4. Describes sequence of physical development, e.g. applies knowledge on sequence of physical development when interacting with children.			
	5. Describes sequence of cognitive development, e.g. applies knowledge on sequence of cognitive development when interacting with children.			
	6. Describes sequence of social-emotional development, e.g. applies knowledge on sequence of social-emotional development when interacting with children.			
	7. Describes sequence of language and communication development.			
	8. Plans experiences that support infant/toddler and preschooler development and learning in all domains.			
	9. Identifies resources for acquiring additional information of a particular development.			
	10. Communicates with staff, colleagues, and families about the ways in which environments and programmes are designed to support and promote development in an integrated way.			

Child Development

Sub-area	Level 2 Competency	Proficiency Level		
		Emerging	Developing	Proficient
B. Factors that Contribute to Development	1. Has good working knowledge of what constitutes a balanced, nutritional meal for young children.			
	2. Able to perform a variety of tasks required to ensure the safety, hygiene and overall well-being of young children 0 - 8 years in care settings, including basic first aid.			
	3. Distinguishes characteristics of people and environments that promote and support development.			
	4. Describes specific ways of how the environment influences development, such as prenatal factors etc.			
	5. Describes different patterns of attachment and the ways that adult interactions support the development of healthy attachment relationships.			
	6. Describes the specific ways that stress resulting by trauma, abuse, neglect and other factors impacts children's development and behaviour.			
	7. Explains the different ways children experience grief and loss.			
	8. Considers temperament and other individual differences when explaining individual children's development and behaviour.			
	9. Describes factors influencing resiliency in children.			
	10. Describes aspects of children's health status that impact behaviour, interactions and learning.			
	11. Elaborates the needs of children based on observation, understanding individuals and their cues, signals and communications, and the child's social environment.			
	12. Identifies when and where to seek the help of others in understanding and addressing children's atypical development.			
	13. Able to support junior staff in carrying out the required procedures to ensure the above.			

Child Development

Sub-area	Level 3 Competency	Proficiency Level		
		Emerging	Developing	Proficient
A. How Children Develop	1. Applies knowledge of the sequence of development (of all domains) for the individual children's interests and needs.			
	2. Incorporates a variety of practices to support brain development of infants and toddlers within the programme.			
	3. Names a variety of practices that nurture brain development in infants and toddlers and chooses appropriate practices within the programme.			
	4. Adopts approaches and practices that optimise the healthy development of children.			
	5. Analyses physical or behavioural changes in children as possible indicators of presence of stress and takes appropriate actions.			
	6. Uses observation strategies to analyse children's progress and record developmental changes.			
	7. Monitors each child's progress (identify strengths, interests and needs) and intervenes when necessary.			
	8. Collaborates with parents in their child's learning/growing journey.			
B. Factors that Contribute to Development	1. Has in-depth knowledge of nutritional needs, basic first aid, as well as a variety of Standard Operating Procedures in the centre for illness and diseases control.			
	2. Takes responsibility for the consistent and smooth execution of all procedures necessary to ensure the health, safety and hygiene of children 0 - 8 years in group settings.			
	3. Has awareness of child protection issues.			
	4. Identifies strengths, needs, and interests of each child, and develops strategies to support each child's growth and development.			
	5. Integrates information on child development with an understanding of individual children's needs and interests to tailor the programme to each child.			
	6. Supports children in creating healthy attachment relationships with significant adults.			

Child Development

Sub-area	Level 3 Competency	Proficiency Level		
		Emerging	Developing	Proficient
B. Factors that Contribute to Development	7. Employs strategies that support and optimise the healthy development of children.			
	8. Considers the impact of stress (due to trauma, abuse, neglect, poverty and other factors) when addressing the needs of individual children.			
	9. Identifies environmental factors influencing development in individual children, including prenatal factors, media factors, pollutants and contaminants.			
	10. Analyses physical or behaviour changes in children as possible stress indicators and takes appropriate action.			
	11. Responds appropriately to the variety of ways children experience grief and loss.			
	12. Is responsive to the impact of organic and environmental influences on children's development.			
	13. Monitors children's health status and intervenes appropriately when it impacts their behaviour, interactions and learning.			
	14. Incorporates practices that support children's resiliency into the programme.			
	15. Identifies and discusses issues in child development arising from differences in gender, race, culture, and class.			
	16. Collaborates with parents in seeking the help of specialists in assessing, understanding and addressing their children's atypical development.			

DOMAIN 2

LEARNING ENVIRONMENTS AND CURRICULUM

Early Childhood Professionals plan and implement a child-centred intentional programme based on a cyclical process of observation, documentation and evaluation to facilitate children's learning needs and interests.

Sub-area	Level 1 Competency	Proficiency Level		
		Emerging	Developing	Proficient
A. Environmental Design - Materials and Equipment	<ol style="list-style-type: none"> Has basic knowledge and ability to set up developmentally appropriate indoor and outdoor learning environments. Maintains a safe and hygienic environment for children. Identifies ways to modify learning environments according to children's needs and interests. Identifies toys and materials for infants, toddlers and preschoolers in the room programmes. Describes how to use technology in appropriate and meaningful ways (for e.g. computers, television etc). Engages children in an active process of exploring materials and equipment. Understands and demonstrates the rationale for selecting and arranging materials and equipment and makes adaptations when required. 	●	●	●
B. Schedules and Care Routines	<ol style="list-style-type: none"> Identifies how routine activities and transitions are an important part of the programme. Follows daily schedules and understands the importance of predictability for young children. Identifies ways to modify the schedule according to individual children's needs and requirements. Recognises care routines as important learning experiences for young children. 	●	●	●
C. Strategies to Support Learning and Development	<ol style="list-style-type: none"> Engages children in a variety of developmentally appropriate activities to meet children's needs and learning outcomes. Initiates strategies based on knowledge of children's interests, needs and temperament. Uses the curriculum frameworks as resources to plan for learning experiences and environments that support children. 	●	●	●














































Learning Environments and Curriculum

Sub-area	Level 1 Competency	Proficiency Level		
		Emerging	Developing	Proficient
D. The Intentional Programme and Curriculum	<ol style="list-style-type: none"> 1. Recognises the importance of sensory experiences, exploration and play in children's growth and learning. 2. Understands and facilitates child-initiated and adult-facilitated activities and interactions. 3. Supports children's learning by allowing them time to grasp concepts or practice skills and responding to them in meaningful ways. 4. Expands children's knowledge of concepts by reinforcing or building on existing knowledge. 	●	●	●
E. Observation and Assessment	<ol style="list-style-type: none"> 1. Recognises the importance of observing and documenting children's learning. 2. Identifies the different observation and recording methods and techniques. 3. Demonstrates understanding of basic concepts of observation. 4. Knows that formal and informal observations are ongoing and part of everyday practice. 5. Identifies nonverbal cues, gestures, and moods through observation. 6. Contributes ongoing observations to understand children's behaviour, maintaining confidentiality. 7. Understands the knowledge required to conduct observation. 	●	●	●
F. Supporting Children's Emotional Development and Positive Relationships	<ol style="list-style-type: none"> 1. Understands the importance of trusting relationships with children where they feel safe, secure and valued. 2. Identifies a variety of positive guidance techniques. 3. Responds to children's initiations and requests, including the nonverbal cues of infants and toddlers. 4. Demonstrates warm, positive, nurturing, and respectful interactions with children. 5. Uses care-giving activities, such as diapering and dressing, as an opportunity to foster healthy development through positive adult/child interactions. 6. Participates in children's play without taking over the activity. 7. Communicates with others in positive, respectful ways as a model for children. 8. Observes children's relationships and is aware of their involvement with each other. 	●	●	●

Learning Environments and Curriculum

Sub-area	Level 2 Competency	Proficiency Level		
		Emerging	Developing	Proficient
A. Environmental Design - Materials and Equipment	<ol style="list-style-type: none"> Plans aesthetically pleasing indoor and outdoor environments that support the room programme and reflect children's experiences. Creates a learning environment that encourages exploration and play-based learning. Communicates with colleagues and families about the relationship between environmental design and programme design. Establishes and maintains learning environments that are responsive to and meet the needs of children at different ages and developmental levels. Selects safe, open-ended and aesthetically pleasing materials and equipment to support diverse experiences and play-based learning. Plans opportunities for children to be engaged with the materials and equipment set up. Reflects cultural, racial, ethnic and language diversity in the selection of materials and equipment. 	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>
B. Schedules and Care Routines	<ol style="list-style-type: none"> Plans daily schedule to meet the needs and requirements of children and to support their learning and development. Provides time and opportunities for meaningful engagement and incorporates a balance of choices for indoor and outdoor play, individual and group play, child-initiated and adult-facilitated experiences. Collaborates with colleagues and families to modify and implement changes to the schedules according to children's needs. 	<p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p>
C. Strategies to Support Learning and Development	<ol style="list-style-type: none"> Plans schedules and programmes to incorporate a variety of strategies that respond to children's interests and needs. Demonstrates knowledge of various group configurations, including one-on-one, small group, large groups and indoor/outdoor choices to meet learning outcomes. Plans strategies that give children choices. 	<p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p>





































Learning Environments and Curriculum

Sub-area	Level 2 Competency	Proficiency Level		
		Emerging	Developing	Proficient
D. The Intentional Programme and Curriculum	1. Incorporates a balance of child-initiated play, exploration and adult-facilitated activities in the programme.			
	2. Engages staff, colleagues and families in discussions to ensure the continuity of learning between centre and home.			
	3. Selects and implements curriculum based on principles of child development, best practices and early learning standards (EYDF and NEL). Anticipates emerging skills and plans experiences for children to build and extend their knowledge and skills over time.			
	4. Communicates with colleagues and families about strategies to support children's learning.			
	5. Describes and explains how children learn concepts through sensory experiences, exploration, play, interactions and inquiry.			
	6. Plans a developmentally appropriate programme that supports children's learning in specific contents (Literacy, Math, Science, etc).			
	7. Uses appropriate play materials to initiate and stimulate play in young children.			
E. Observation and Assessment	1. Collaborates with colleagues on the principles of observation and the suitability of particular methods and techniques.			
	2. Chooses appropriate observation recording methods.			
	3. Supports the planning process and develops appropriate activities based on observations of children in the group.			
	4. Conducts formal and informal observations of children across settings, including their interactions with adults who are important to the child.			
	5. Collects children's works as evidence of accomplishing curriculum goals.			
	6. Uses of appropriate documentation methods (e.g. anecdotal records, running records, checklists, event recordings, time sampling, sociograms, photographic evidence).			
	7. Gathers observations from the home, group, staff, colleagues, families, and service providers to inform the planning process for individual children and the group.			
	8. Responds to questions from colleagues and families about children's behaviour or refers to appropriate staff.			

Learning Environments and Curriculum

Sub-area	Level 2 Competency	Proficiency Level		
		Emerging	Developing	Proficient
F. Supporting Children's Emotional Development and Positive Relationships	1. Provides opportunities for children to listen, interact, and communicate freely and meaningfully with other children and adults.	●	●	●
	2. Cultivates positive, pro-social relationships among children and helps each child feel accepted in the group.	●	●	●
	3. Has reasonable expectations about children's needs, abilities, and interests.	●	●	●
	4. Guides children to resolve interpersonal conflicts and solve problems with others.	●	●	●
	5. Asks open-ended questions and encourages children to ask questions.	●	●	●
	6. Acknowledges and expresses children's feelings among themselves and with others.	●	●	●
	7. Develops plans for children's transitions into and out of the programme and involves families in the planning process.	●	●	●
	8. Takes the role of facilitator or observer when supporting children in resolving conflicts with each other.	●	●	●

Learning Environments and Curriculum

Sub-area	Level 3 Competency	Proficiency Level		
		Emerging	Developing	Proficient
A. Environmental Design - Materials and Equipment	1. Plans, creates and evaluates indoor and outdoor learning environments that are intentionally designed to meet curriculum goals and learning outcomes.			
	2. Observes and evaluates the environments to make modifications where necessary to meet the needs of children.			
	3. Builds awareness of the role of environmental design in ECCE settings and collaborates with colleagues and other stakeholders to ensure a high quality learning environment.			
	4. Communicates with colleagues and families about environmental components within the broader programme context.			
	5. Ensures access to a wide variety of materials and equipment to staff and children.			
	6. Evaluates and ensures that the use of materials and equipment meet programme goals and centre philosophy.			
	7. Manages the purchase and maintenance of supplies, materials and equipment.			
B. Schedules and Care Routines	1. Guides colleagues and staff in planning and implementing developmentally appropriate routines and schedules that promote and support children's individual needs.			
	2. Works with colleagues and families to develop programme schedules that meet children's needs and support smooth transitions.			
C. Strategies to Support Learning and Development	1. Provides professional development and leadership for staff and colleagues on resources that help educators incorporate a variety of strategies to support programme goals.			
	2. Provides guidance to colleagues and staff on responsive and sensitive engagement in their interactions with children and activities.			
	3. Supports and participates in action research to improve teaching and learning.			

Learning Environments and Curriculum

Sub-area	Level 3 Competency	Proficiency Level		
		Emerging	Developing	Proficient
D. The Intentional Programme and Curriculum	1. Applies and adapts national frameworks in programme planning with staff and colleagues.	●	●	●
	2. Plans appropriate learning experiences based on observations and analysis of children's behaviours, interests, learning needs and activities.	●	●	●
	3. Participates in implementing plans that accommodate children with special needs.	●	●	●
	4. Analyses curriculum models along with their rationales and limitations.	●	●	●
	5. Evaluates the implementation of curriculum by staff.	●	●	●
	6. Provides opportunities for children to inquire, explore, problem-solve and question in individual and group activities.	●	●	●
E. Observation and Assessment	1. Analyses various methods of observation, documentation and assessment and chooses appropriate techniques according to the desired purpose.	●	●	●
	2. Explains the role of observation in programme planning.	●	●	●
	3. Uses suitable methods to observe, document and monitor children's development, behaviour and wellness.	●	●	●
	4. Collects, organises and interprets children's work/activities as evidence of accomplishing curriculum goals regularly.	●	●	●
	5. Shares observations and documentation with families regularly on children's development, interests, and achievement of curriculum goals.	●	●	●
	6. Develops programme policies and communicates with families about principles of observation.	●	●	●
	7. Provides professional development and support to colleagues on conducting formal and informal observations and eliciting inputs from families.	●	●	●
	8. Arranges staffing patterns and schedules to facilitate observations.	●	●	●
	9. Provides support, i.e., small groups, low staff-to-children ratios, and paid planning time, for the documentation and analysis of observations.	●	●	●
	10. Provides resources for observations that may require specific tools.	●	●	●
	11. Communicates with families about the programme's approach to observation.	●	●	●

Learning Environments and Curriculum

Sub-area	Level 3 Competency	Proficiency Level		
		Emerging	Developing	Proficient
F. Supporting Children's Emotional Development and Positive Relationships	1. Effectively de-escalates emotional and behavioural situations with children in supportive ways.	●	●	●
	2. Encourages children to develop independence by providing physical and emotional security and opportunities for children to master Novice Emerging skills, experience success, and safely take risks.	●	●	●
	3. Monitors children's interactions and adjusts the programme to support all children in listening, interacting, and communicating freely with others.	●	●	●
	4. Designs and implements plans to guide children towards appropriate behaviour in cooperation with other children and involved adults as appropriate for individual child.	●	●	●
	5. Develops programmes and routines to foster self regulation and for children to take responsibility for own actions.	●	●	●
	6. Evaluates a variety of positive guidance techniques and selects appropriate methods for the specific situation or child.	●	●	●
	7. Uses a consistent procedure, in partnership with families, to transit children into and out of the programme.	●	●	●
	8. Guides staff to use specific references when giving praise, encouragement and acknowledgement.	●	●	●
	9. Allows colleagues sufficient time for meaningful interactions with children who may require extra attention.	●	●	●

DOMAIN 3

FAMILY AND COMMUNITY ENGAGEMENT

Early Childhood Professionals build strong partnerships with families by communicating and sharing information and resources to facilitate the continuity of learning between centre, homes and the wider community.

Sub-area	Level 1 Competency	Proficiency Level		
		<div>Emerging</div> <div>Developing</div> <div>Proficient</div>		
A. Family Characteristics and Influences	<ol style="list-style-type: none"> 1. Recognises that culture, language, socio-economic factors, and the experiences of one's early childhood years influence their parenting styles. 2. Gains knowledge and understanding of human development to enhance relationships among colleagues, children and families. 	<div>●</div> <div>●</div>	<div>●</div> <div>●</div>	<div>●</div> <div>●</div>
B. Building Relationships	<ol style="list-style-type: none"> 1. Identifies and uses appropriate communication skills to communicate positively and in a manner that respects diversity with families. 2. Interacts and encourages family involvement, and acknowledges the importance of welcoming all families during visits and at drop-off and pick-up times. 3. Identifies and uses various modes of communication that are preferred and suited for varied families' needs (e.g. active listening, e-mails, phone conversations, parent-teacher conferences, communication booklets, newsletters). 4. Actively finds out and learns a few words in each of the child's home language, such as greetings, names of family members, words of comfort, and important objects and places. 5. Maintains confidentiality and ensures privacy on communications and data about children, families and colleagues. 6. Builds and sustains respectful relationships with families that capitalise on families' strengths and capacities. 7. Respects the families' decisions, opinions and feedback; and demonstrates an understanding of cultural considerations in conflict resolution. 	<div>●</div> <div>●</div> <div>●</div> <div>●</div> <div>●</div> <div>●</div> <div>●</div>	<div>●</div> <div>●</div> <div>●</div> <div>●</div> <div>●</div> <div>●</div> <div>●</div>	<div>●</div> <div>●</div> <div>●</div> <div>●</div> <div>●</div> <div>●</div> <div>●</div>


































Family and Community Engagement

Sub-area	Level 1 Competency	Proficiency Level		
		Emerging	Developing	Proficient
B. Building Relationships	8. Demonstrates an understanding that children and parents may show a range of emotions at times of separation or during transitions and consistently establishes routines to support children and their families.			
	9. Responds promptly to parents' questions and concerns.			
	10. Supports each child's development of empathy, providing opportunities for children and families to respond appropriately to the emotions of others.			
	11. Supports the development of parent-child relationships.			
	12. Shares information and relevant resources with families about the curriculum, children's daily activities and their progress on a regular basis.			
C. Community Involvement and Resources	1. Demonstrates familiarity with and identifies community resources for supporting children and families.			
	2. Establishes collaborative partnerships with community providers for meeting children's and families' holistic needs.			
	3. Supports families and children in accessing community resources.			
D. Planning and Developing Family and Community Programmes	1. Implements family and community programmes that foster inclusion of all families and children.			
	2. Encourages family participation and involvement during orientation and other family-centred programmes.			
	3. Encourages feedback from families on centre-based family programmes and other community initiatives.			

Family and Community Engagement

Sub-area	Level 2 Competency	Proficiency Level		
		Emerging	Developing	Proficient
A. Family Characteristics and Influences	<ol style="list-style-type: none"> 1. Understands that parenting is a lifelong developmental process that is strongly influenced by culture, language, socio-economic factors and personal experiences. 2. Understands and acknowledges that each family has its own strengths, capacities and social capital that can be developed and enhanced for the benefit of the children and centre. 3. Understands, appreciates and accepts diversity in family structures, values, cultures, languages, and special needs. 	●	●	●
B. Building Relationships	<ol style="list-style-type: none"> 1. Uses multiple communication techniques to accommodate a wide range of families' needs and styles. 2. Consistently shares knowledge of child development and individual variances with families in a respectful and appropriate manner. 3. Encourages involvement and solicits feedback from families on children's development and centre's programmes. 4. Partners and supports families to develop healthy behaviours, routines and dispositions for their children. 5. Supports families and colleagues on socio-emotional development of children through constant dialogue and interactions. 6. Recognises signs of stress or changes in physical or mental health well-being in children and families; and communicates sensitively to families and/or supervisors. 7. Understands various conflict resolution strategies with different families. 8. Applies and models conflict resolution strategies between colleagues and families, and between colleagues and children. 9. Reviews and evaluates the various conflict resolution strategies used; and shares information with colleagues. 	●	●	●

























Family and Community Engagement

Sub-area	Level 2 Competency	Proficiency Level		
		Emerging	Developing	Proficient
C. Community Involvement and Resources	<ol style="list-style-type: none"> Has knowledge of and networks with community providers and resources including those offering specialised services for children and families. Provides up-to-date information and refers appropriate community resources to families and vice-versa. Encourages and invites participation of various community providers towards the centres' programmes for the benefit of children and families. Ensures that community resources are appropriately utilised in developing family programmes. Participates in the process of developing effective long term partnerships with community providers for meeting children's and family's holistic needs. 	    	    	    
D. Planning and Developing Family and Community Programmes	<ol style="list-style-type: none"> Develops and implements effective and innovative family programmes that foster inclusion of all children and families. Develops and plans curriculum and learning environments that build on families' strengths, values, languages, cultures, capacities and diversity. Develops and organises intentional activities and community spaces that regulate children's emotions and development of empathy. Reads, understands and reviews the range of family systems and structures, knowledge, resources and ideas including those with special needs. Stays informed about current research and literature on home-school-community partnerships. Shares pertinent information, knowledge, resources and ideas with colleagues, families and others to support children and families. 	     	     	     

Family and Community Engagement

Sub-area	Level 3 Competency	Proficiency Level		
		Emerging	Developing	Proficient
A. Family Characteristics and Influences	<ol style="list-style-type: none"> 1. Establishes centre policies and practices that ensure respect and acceptance of families with diverse backgrounds. 2. Describes and discusses case studies with colleagues of various family systems in order to develop appropriate strategies and actions. 3. Maintains confidentiality and ethical use of family data. 	●	●	●
B. Building Relationships	<ol style="list-style-type: none"> 1. Evaluates a variety of communication techniques and selects appropriate methods to support and build trusting relationships with each family. 2. Communicates and models appropriate communication strategies with colleagues to use when dealing with different types of families. 3. Adopts and selectively implements ideas, suggestions and feedback from families and other resource persons on child development and centre's programmes. 4. Establishes and develops effective and innovative family partnerships to support continuity of learning and child development. 5. Employs strategies to build networks among families in the centre and community. 6. Develops, implements and evaluates family programmes through constant feedback and evaluation. 7. Reviews and adjusts programme to better meet family's needs. 8. Recognises at-risk families and works with others to assist families in accessing appropriate resources. 	●	●	●
C. Community Involvement and Resources	<ol style="list-style-type: none"> 1. Facilitates discussion and collaborations among community providers and leaders on issues related to children and families. 2. Involves community providers and resources to conduct and employ effective family outreach strategies. 3. Leads home-school-community collaborative partnerships to access community resources and programmes; and enhances the early childhood services to the wider community. 	●	●	●

Family and Community Engagement

Sub-area	Level 3 Competency	Proficiency Level		
		Emerging	Developing	Proficient
D. Planning and Developing Family and Community Programmes	1. Develops, implements and evaluates policies and practices that foster inclusion of all families and children.			
	2. Develops partnerships between colleagues, families and community stakeholders to address the holistic needs of children and families.			
	3. Researches, implements, evaluates and shares innovative home-school-community partnership models in the centre and the wider community.			
	4. Shares knowledge through organised talks and workshops for families and peers in a range of current topics to support the development of children.			
	5. Develops a mentoring programme and encourages continuing professional development for staff to deal effectively with all types of families (e.g. communication and conflict resolution strategies) and developing effective and innovative programmes for families and communities.			
	6. Provides resources, guidance and professional development opportunities to staff and families that focus on ways young children express their feelings.			
	7. Promotes and advocates for resources, programmes and collaborations that engage families and communities for the benefit of children's development both in the centre and at home.			
	8. Provides leadership in creating safe, open and inclusive family and community environments and programmes that capitalise on children's development, abilities and strengths.			

DOMAIN 4

MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Early Childhood Professionals maintain a high level of ethics and professionalism through effective administrative practices, professional development and collaborative teamwork within centre, in and across sectors in advocacy for a high quality of care and education.

Sub-area	Level 1 Competency	Proficiency Level		
		Emerging	Developing	Proficient
A. Personal and Professional Interactions	1. Identifies personal and professional development needs.	●	●	●
	2. Demonstrates the ability to work cooperatively and communicate effectively with colleagues, children, families and others.	●	●	●
	3. Recognises the importance of respecting confidentiality of colleagues, children and families.	●	●	●
	4. Demonstrates respect for colleagues, parents and partners and their contribution to centre's outcomes and performs effectively as member of a team towards centre's outcomes.	●	●	●
	5. Exhibits a professional appearance as defined by programme practices and policies.	●	●	●
	6. Understands the importance of modelling professional behaviour when working with children, families, colleagues and others.	●	●	●
	7. Demonstrates knowledge of ethical standards – AECES Code of Ethics for Early Childhood Educators.	●	●	●
	8. Practices self reflection of professional goals, creates and carries out a professional development plan with the support of supervisors, mentors and other teachers.	●	●	●
	9. Participates in learning opportunities and activities (such as workshops, training or classes) for professional and personal growth.	●	●	●
	10. Follows basic conflict-resolution strategies during interactions with staff, colleagues and parents.	●	●	●

Management, Administration and Leadership

Sub-area	Level 1 Competency	Proficiency Level		
		Emerging	Developing	Proficient
B. Human Resource Management	<ol style="list-style-type: none"> 1. Knows the expectations of one's job description and is familiar with the organisation's personnel policies, including those that involve performance management, wages, benefits, and internship contracts. Knows the different roles in the programme. 2. Contributes to performance review of self and with supervisor. 	●	●	●
C. Organisational Management and Continuous Programme Improvement	<ol style="list-style-type: none"> 1. Knows and follows all programme policies and procedures. 2. Responds to basic policy and procedural questions from families. 3. Follows staff roster and centre timetables. 4. Understands and supports the vision, mission and core values of the centre. 5. Contributes to Programme Planning process, including curriculum and the enrolment of children. 	●	●	●
D. Financial and Facilities Management	<ol style="list-style-type: none"> 1. Makes effective use of available resources and time. 2. Assists with keeping inventory of all supplies, materials and equipment. 3. Is aware of facility requirements and reports maintenance issues to supervisor. 4. Participates in maintaining the environment to support children's safety and learning. 	●	●	●
E. Regulations, Policies and Quality Standards	<ol style="list-style-type: none"> 1. Demonstrates awareness of Child Care Act and Regulations, Licensing Instrument, Early Years Development Framework (EYDF), SPARK Quality Assurance that apply to programme and facilities, and any other related initiatives in place. 2. Recognises the importance for and adheres to the regulations and guidelines for child care services. 3. Able to complete and maintain records according to licensing and regulatory requirements. 4. Demonstrates awareness of quality standards for child care centre programme and participates in programme improvement activities. 5. Assists in maintaining a high quality programme based on organisation standards. 	●	●	●

Management, Administration and Leadership

Sub-area	Level 1 Competency	Proficiency Level		
F. Leadership, Team Building and Professional Development	1. Demonstrates commitment to providing quality care and education for the children.	Emerging	Developing	Proficient
	2. Recognises the importance of supporting the diverse needs of children through positive partnership with families and others.			
	3. Maintains a plan for one's own early childhood career professional development.			
	4. Uses reflective dialogue to identify an action plan for professional development.			
	5. Encourages all staff and colleagues to establish professional development and career goals.			
	6. Demonstrates positive work and professional attitudes, acknowledges the efforts of others and serves as a role model to families, children, staff and colleagues.			
	7. Fosters professional development through collaborative learning, mentoring, engagement with professional organisations and advocacy groups.			
	8. Informs and shares with staff and colleagues, professional development activities, and includes career-ladder guidance when helping staff and colleagues establish their individual goals.			

Management, Administration and Leadership

Sub-area	Level 2 Competency	Proficiency Level		
		Emerging	Developing	Proficient
A. Personal and Professional Interactions	1. Participates in mentoring peers and other colleagues.			
	2. Guides new staff and colleagues, and conduct on-the-job training.			
	3. Establishes and maintains productive relationships with colleagues, families and community partners.			
	4. Models appropriate methods of communication with consideration for the preferences of colleagues and parents; maintains confidentiality and professionalism in communications with staff.			
	5. Maintains transparency and accountability in interactions and provides timely and accurate communication.			
	6. Facilitates exchange of professional ideas for discussion amongst colleagues.			
	7. Facilitates conflict resolution and manages resistance to change among staff and colleagues.			
	8. Initiates discussions to inform a clear understanding of cultural and individual considerations in conflict resolution and resistance to change.			
	9. Supports the development of effective communication skills and adopts multiple modes for the workplace.			
	10. Reflects on and demonstrates ethical standards – AECES Code of Ethics for Early Childhood Educators for staff and colleagues.			
	11. Uses feedback from supervisors, colleagues and parents/families as opportunities to expand knowledge and skills.			
B. Human Resource Management	1. Communicates proactively with families, staff, colleagues and children about personnel changes.			
	2. Participates in hiring processes.			
	3. Facilitates and models programme practices that balance a productive workplace with a safe, supportive environment.			
	4. Recognises signs of stress and burnout and acts upon them to take care of oneself and others.			
	5. Maintains confidential personnel files.			
	6. Participates in opportunities for professional growth and development by attending professional development training.			

Management, Administration and Leadership

Sub-area	Level 2 Competency	Proficiency Level		
		Emerging	Developing	Proficient
C. Organisational Management and Continuous Programme Improvement	<ol style="list-style-type: none"> 1. Documents and reports incidents affecting the welfare of the children accurately, objectively and correctly. 2. Plans for and manages programme resources effectively. 3. Assists in guiding staff in the selection of appropriate materials for the classroom. 4. Ensures effective use of available resources. 5. Integrates programme objectives and goals into daily programme. 6. Applies principles and theories related to systems, organisational behaviour, and change in problem solving and decision making. 7. Monitors staffing schedules and facilities conditions to meet the needs of children. 8. Engages with staff, colleagues and families in reflective practice and implements action plans for improvement. 	●	●	●
D. Financial and Facilities Management	<ol style="list-style-type: none"> 1. Assists in the budgeting of centre's income and expenditure. 2. Knows the programme's funding sources and requirements (e.g. fees, subsidies, grants etc). 3. Maintains inventory of supplies, resources, materials and equipment. 4. Models and promotes the appropriate use and care of resources. 5. Identifies resources available to resolve facility problems and issues (such as utility companies or repair services). 	●	●	●
E. Regulations, Policies and Quality Standards	<ol style="list-style-type: none"> 1. Ensures consistent implementation of centre's programme and policies. 2. Supports the implementation of the Child Care Act and Regulations, Licensing Instrument, Early Years Development Framework, SPARK Quality Assurance and any other initiatives that apply to improving programme and facilities. 3. Identifies strategies for working cooperatively with regulatory agencies and stakeholders. 4. Implements quality standards for ECCE programmes in child care centres 	●	●	●

Management, Administration and Leadership

Sub-area	Level 2 Competency	Proficiency Level		
F. Leadership, Team Building and Professional Development	1. Articulates the vision, mission and core values of the centre's programme.	Emerging	Developing	Proficient
	2. Recognises and supports the diverse needs of children, families and colleagues and others.			
	3. Integrates programme goals/objectives into the daily activities.			
	4. Uses positive, reflective inquiry strategies as a leader to form plans for one's own professional development.			
	5. Influences others to join in efforts for continuous improvement and change.			
	6. Informs staff and colleagues of professional development activities and uses career-ladder guidance when helping staff and colleagues to develop their individual goals.			
	7. Provides guidance to staff and colleagues in using appropriate team management techniques.			
	8. Ensures that team meetings are well planned, inclusive, and collaborative, with appropriate record keeping and follow-up.			
	9. Identifies and acknowledges the strengths and contributions of individual team members, including volunteers and interns.			
	10. Monitors the overall morale and job satisfaction of staff and colleagues.			
	11. Conducts assessments of colleagues to identify ways to maintain a positive organisational climate and work environment.			
	12. Has an awareness of and appreciation for others' unique leadership skills and understands that each individual can provide leadership within an appropriate context.			

Management, Administration and Leadership

Sub-area	Level 3 Competency	Proficiency Level		
A. Personal and Professional Interactions	1. Mentors and coaches other staff and new colleagues.	●	●	●
	2. Networks with other ECE professionals on a regular basis.	●	●	●
	3. Demonstrates and maintains ethical standards as defined by the AECEs Code of Ethics for Early Childhood Educators, serving as a role model for staff and colleagues.	●	●	●
	4. Articulates a personal philosophy of early childhood care and education.	●	●	●
	5. Incorporates personal and professional philosophies into practice.	●	●	●
	6. Practises advocacy to benefit young children, their families and ECE practitioners.	●	●	●
	7. Leads in the planning of activities that are inclusive and respectful of children, families, colleagues and others.	●	●	●
	8. Makes available a variety of systems or strategies to facilitate effective communication among staff and colleagues.	●	●	●
	9. Participates in reflective discussion and establishes protocols to address conflict and resistance to change among staff and colleagues.	●	●	●
	10. Plans opportunities to address conflict-resolution issues.	●	●	●
	11. Engages staff and colleagues in the development of protocols or resolution of specific conflict situations deem appropriate.	●	●	●
	12. Provides staff and colleagues with professional development and support on conflict resolution.	●	●	●

Management, Administration and Leadership

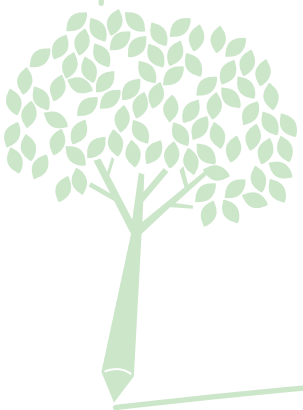
Sub-area	Level 3 Competency	Proficiency Level		
B. Human Resource Management	1. Identifies and addresses issues related to hiring practices such as recruitment and retention.	Emerging	Developing	Proficient
	2. Plans for staff recruitment, selection and retention.			
	3. Identifies and establishes a monitoring system for all personnel procedures to ensure they are consistent with regulatory requirements.			
	4. Orientates new staff and colleagues, including interns about policies and procedures of the centre.			
	5. Articulates, analyses, evaluates and applies current theory, research and policy of personnel management.			
	6. Assesses and documents the performance of staff and colleagues based on clearly defined job descriptions, expectations and ongoing direct observation.			
	7. Conducts and contributes to formal performance reviews, including review of supervisor performance at least annually.			
	8. Maintains confidentiality and privacy in the supervision and evaluation of staff and colleagues.			
	9. Designs and implements staff professional development plans.			
	10. Provides opportunities for advancement of staff and colleagues.			

Management, Administration and Leadership

Sub-area	Level 3 Competency	Proficiency Level		
		Emerging	Developing	Proficient
C. Organisational Management and Continuous Programme Improvement	<ol style="list-style-type: none"> 1. Applies organisational theory and leadership styles as they relate to early childhood care and education settings and the process of programme evaluation. 2. Develops policies and standards to promote positive outcomes for children. 3. Demonstrates ability to create programme policies – parents' and staff handbooks, administrative forms etc. 4. Participates in programme evaluation and assessment. 5. Recognises the importance of effective time management and carries out time management strategies. 6. Communicates effectively to management and stakeholders. 	●	●	●
D. Financial and Facilities Management	<ol style="list-style-type: none"> 1. Maintains and manages programme budget for materials and supplies in line with fiscal policy and programme goals. 2. Collaborates with centre's partners and community stakeholders in funding of programmes. 	●	●	●
E. Regulations, Policies and Quality Standards	<ol style="list-style-type: none"> 1. Implements Child Care Act and Regulations, SPARK Quality Assurance and any other initiatives to improve quality and develop centre's programme and processes. 2. Designs and implements centre policies and procedures to comply with requirements of applicable regulatory bodies (e.g. Child Care Act and licensing Regulations, Early Years Development Framework (EYDF) and SPARK Quality Assurance). 3. Establishes and implements quality assurance processes for centre. 	●	●	●

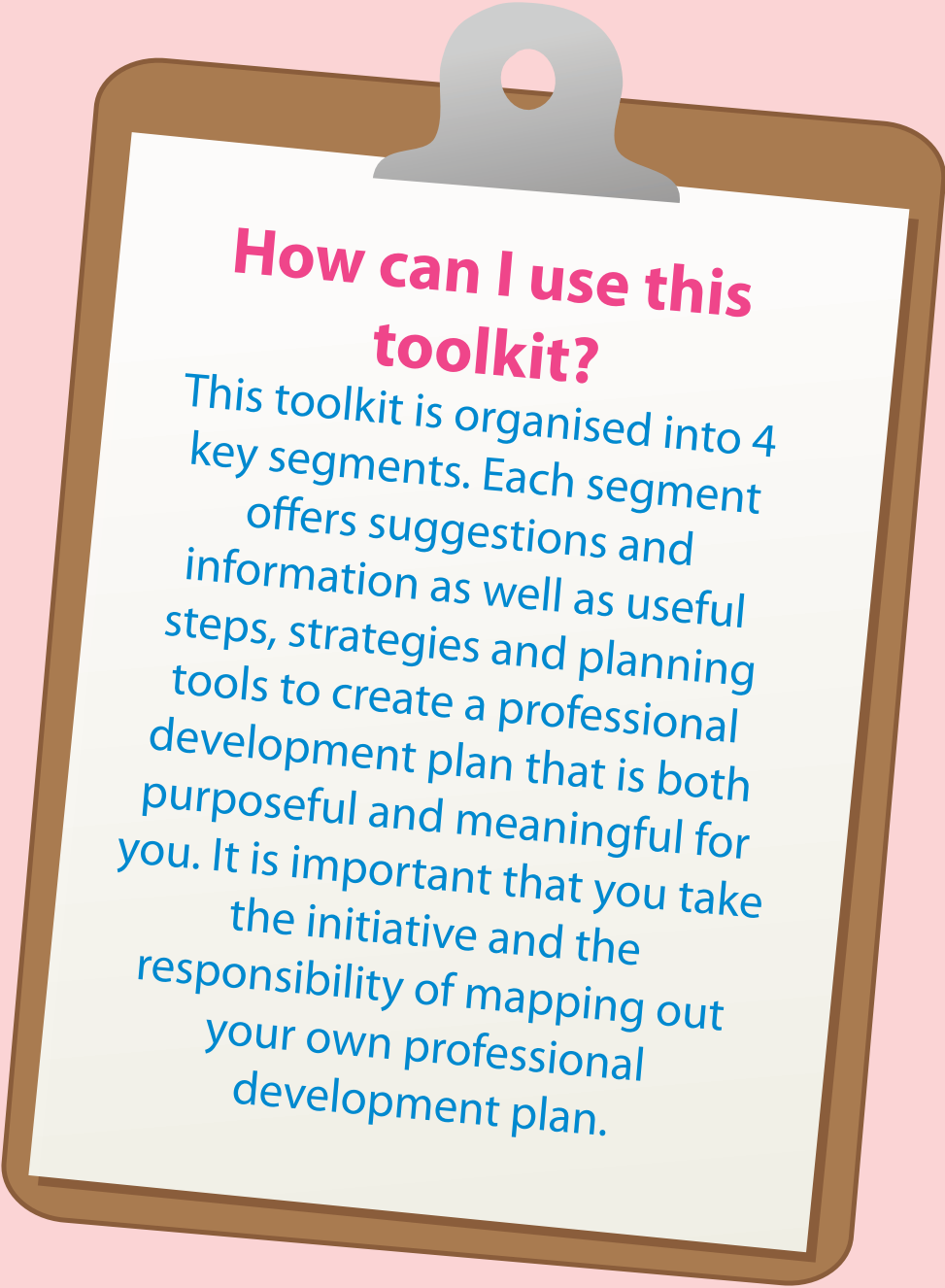
Management, Administration and Leadership

Sub-area	Level 3 Competency	Proficiency Level		
F. Leadership, Team Building and Professional Development	1. Articulates and implements vision, mission for centre's programme in relation to children and families.	Emerging	Developing	Proficient
	2. Understands the dynamic nature of leadership development and provides time, resources, and opportunities for individual staff members and colleagues to participate in leadership development.			
	3. Fosters a sense of team membership for all staff and colleagues, including administrative and support staff.			
	4. Articulates and implements centre's programme vision and goals.			
	5. Studies, reads and shares with colleagues professional journals, periodicals and books to stay current on and deepen professional knowledge.			
	6. Uses reflective dialogue to identify an action plan for professional development.			
	7. Maintains data for management decisions to centre's productivity.			
	8. Establishes an environment where expectations are clear and consistent through systematic sharing of appropriate information with team members.			
	9. Supports and encourages individual team members to assume leadership roles.			
	10. Implements effective centre and programme management.			



The CPD Planner: Toolkit for Your Professional Journey





How can I use this toolkit?

This toolkit is organised into 4 key segments. Each segment offers suggestions and information as well as useful steps, strategies and planning tools to create a professional development plan that is both purposeful and meaningful for you. It is important that you take the initiative and the responsibility of mapping out your own professional development plan.

THE TOOLKIT: ITS INTENT AND PURPOSE

This toolkit is designed to complement the CPD Framework. It is a professional compass that will guide you through the process from designing your development plan, identifying your professional needs right down to implementing and evaluating the plan and sharing your experiences.

You can use this toolkit to plan, assess and identify the knowledge domains in the professional competencies lattice that you want to build on, and the skills-set and strategies you want to acquire. Collectively, these aspects will help you chart your professional direction as you navigate through the

- 4 core knowledge domains
- 18 sub-areas across
- 3 levels of competencies and
- 3 proficiency levels within each competency level as illustrated in figure 3-1.

From this, you will be able to identify your training and learning needs and priorities that will impact the quality of your performance, learning and development.

Good pedagogy and practices are important for professional development. Connecting and engaging with other professional colleagues and sharing sustained conversations will help to maintain quality and excellence in early childhood care and education. This toolkit suggests steps that you can take to come together as professional learning communities to share, exchange and learn.

OVERVIEW OF TOOLKIT

How can I use this toolkit?

This toolkit is organised into 4 key segments. Each segment offers suggestions, information as well as useful steps, strategies and planning tools to create a professional development plan that is both purposeful and meaningful for you. It is important that you take the initiative and the responsibility of mapping out your own professional development plan.

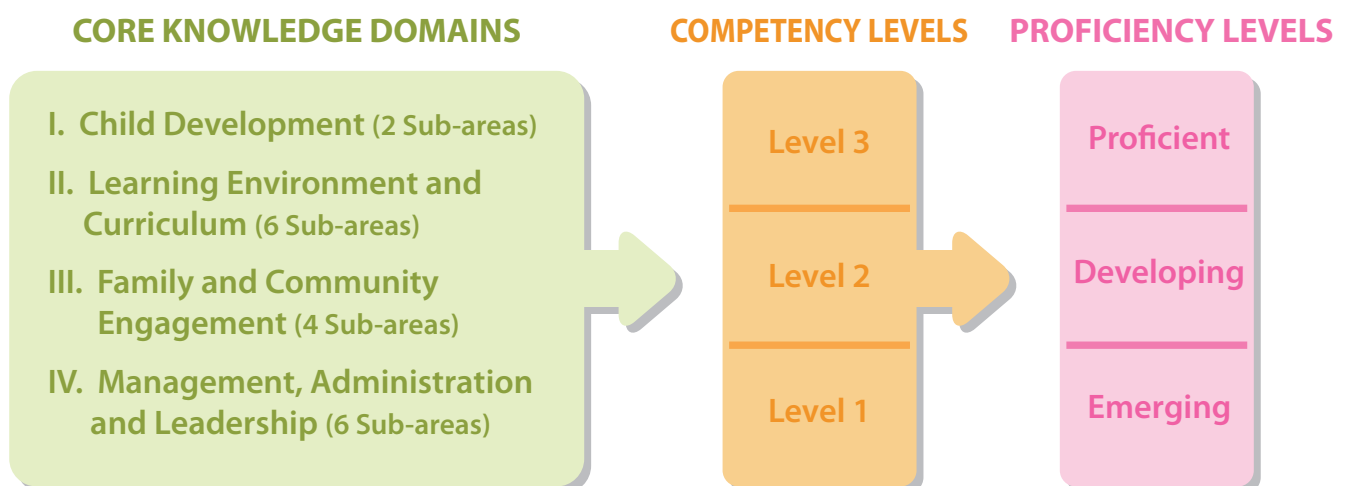


Fig 3-1: The CPD framework: 4 main core knowledge domains, 3 competency levels and 3 proficiency levels.

Part 1. Professional Development Planning Cycle

This segment brings you through the 4 steps of the planning cycle as illustrated in Figure 3-2. It calls for deliberate reflection and intentionality on your part. Each step in the planning cycle is a personalised signpost for you to create a professional development plan. As you reflect on where you are in your stage of professional development and in terms of your knowledge and skills. You will think about your priorities in relation to yourself, the children, your colleagues, the families, the centre you work at as well as the larger EC landscape. The 4-step planning cycle is preceded by a reflection phase. After completing the 4-step planning cycle, you will start compiling and putting together your professional development portfolio as well as initiate plans to share your learning with others.

The tools are designed to help you articulate your needs, strengths, intentions, priorities and goals as you work through the various steps in the planning cycle. The steps are:

- Step 1: Assessing my CPD needs**
- Step 2: Developing my CPD goals, identifying content and activities**
- Step 3: Making CPD happen**
- Step 4: Reviewing and evaluating what I have learned**

Part 2. Building a Professional Development Portfolio

As an early childhood educator, organising the various pieces of your professional journey in a coherent structure provides clarity and focus to your professional development planning. Your professional development portfolio is a living document of completed work-plans, reflections and intended plans for future professional development.

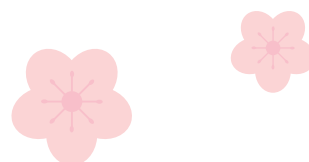
A portfolio typically includes evidence from multiple sources which reflect your performance (e.g. appraisals), products (e.g. accolades from parents, children's portfolio) and process (e.g. reflections) collected over a period of time. Adopting a "multi-lens" will help you to construct a more authentic and meaningful evidence of your learning and development. The portfolio can also be used as an appraisal tool in discussions with your supervisor or administrator on the different aspects of your performance and career development.

Part 3. Aligning Individual Professional Development Plans with Centre's Goals

Centre administrators, principals and supervisors need to provide guidance, counsel and support for their staff's professional development process. Being involved in your staff's reflection and assessment of their training and development needs can help with selecting the content and type of CPD activities appropriate for them. In doing so, you will be able to relate your centre's development plans with your staff's professional development plans accordingly. Child care centres who plan with an overall view on the management of their staff's professional needs will be better able to coordinate and strategise when it comes to meeting their centre's vision and mission, and improving the quality and standards for the children and families they serve.

Part 4. Useful Resources and Links

This toolkit also suggests a list of resources and links to other professional development sites. It will augment and support your journey of continuing professional development. The key to staying relevant and current is part of good professional development ethos. This is what makes the early childhood field dynamic and fluid, and continually responsive to emerging research, and good practices.



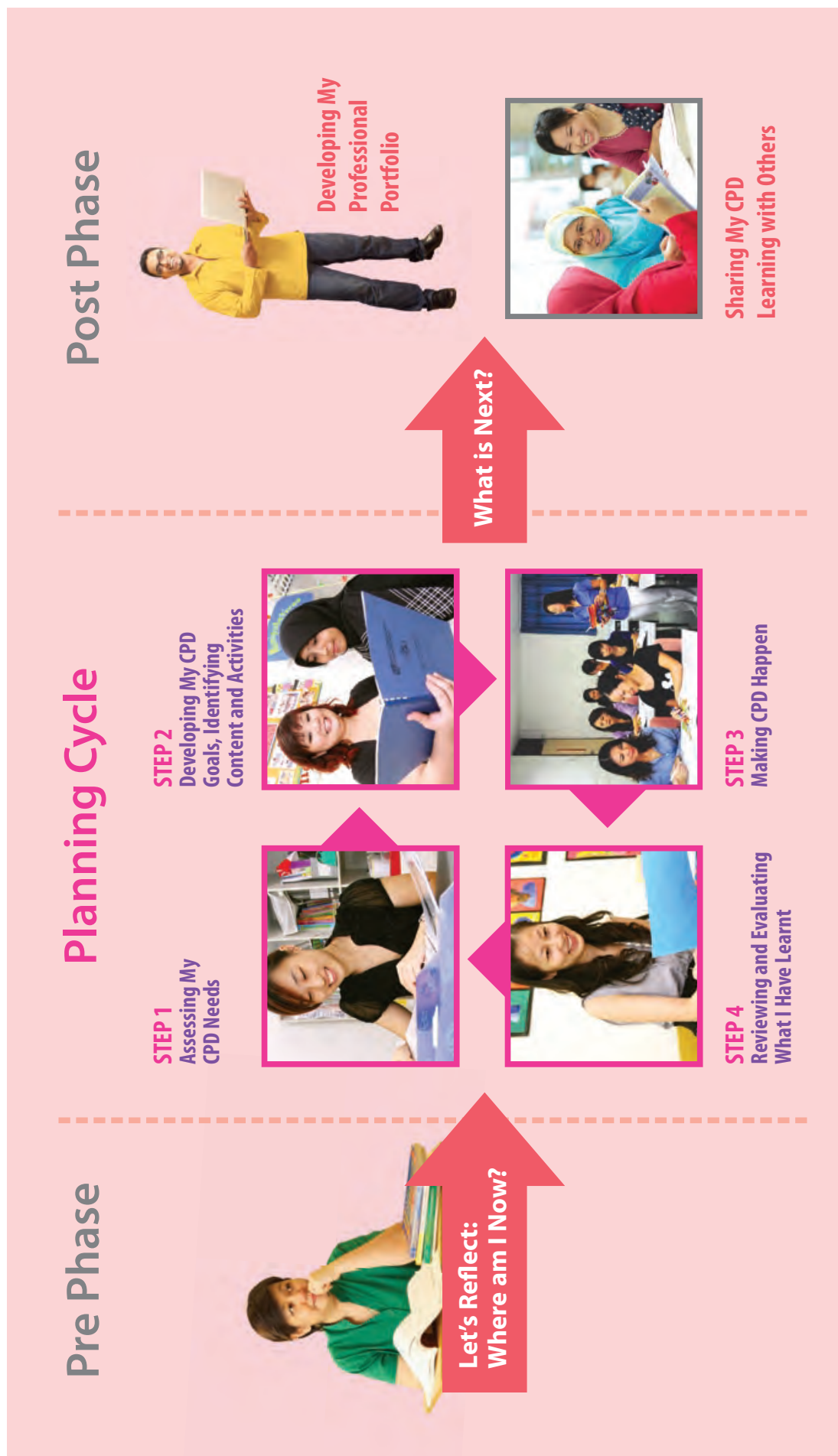


Fig 3-2: Professional Development Planning Cycle

REFLECTING BEFORE PROFESSIONAL DEVELOPMENT PLANNING

Planning is key to the success of your professional development journey. Let's begin the journey together...



Fill in the worksheet "Let's Reflect: Where am I Now?"

(page 86)

- ▶ Think about your values and philosophy about working with young children.
 - What influences my relationships, care and pedagogical practices with young children?
 - Are there areas that could be strengthened or harnessed?
 - What are my personal and professional goals?
 - How do my own needs and concerns relate to the priorities of the team and centre?
- ▶ Consider how the physical and socio-emotional environment contribute to your learning and teaching experiences and to the children's experiences.
- ▶ Determine if there are areas in the environment that could be modified, strengthened or worked on.
- ▶ Find out your strengths and abilities as well as the knowledge and skills you would need to influence and/or support the environment.
- ▶ Engage in conversations with significant others for richer perspectives.
 - Who can I discuss my reflections and plans with?
 - What questions can I ask?
 - What other perspectives should I consider?

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Let's Reflect: Where am I Now?

Reflect and write in your answers to the list of questions given.

KEY AREAS Suggested Areas/Questions	REFLECTIONS
1 What are my beliefs, values and philosophy? Am I living these out?	<p>For example: I believe and respect that young children learn differently and in their own time.</p>
2 What are my strengths and abilities? What new knowledge, skills or abilities do I need to develop to be more effective in my role? Why are these important?	<p>For example: Designing small spaces for effective learning: utilising furniture to create learning spaces.</p>

“It is important to have the Pre-CPD reflection step to guide early childhood educators to think and reflect on their motivations behind the professional pathways planned for them. Having this reflection section also helps to give them a sense of direction that will be more meaningful for the new and current early childhood educators as they embark on their CPD journey.”

Ms Nurshahilah Bibi, Child Care Teacher, PPIS Child Development Centre

- ▶ Consider your key responsibilities in working with:
 - Children
 - Families
 - Colleagues
 - Community
- ▶ Reflect and review your experiences, qualifications and the training you have attended in the context of the following:
 - What have I learned or acquired?
 - How useful have these been in my work?
 - Are there areas I need to focus on?
 - What would be the priority areas?
- ▶ Think about the expectations you have of your professional development:
 - Where am I now?
 - Where am I heading?
 - What do I hope to accomplish?
 - What change or impact do I wish to make?
- ▶ Think about your centre’s goals for the children and families and whether your goals are aligned:
 - How is the mission of my centre changing? What other changes are occurring regarding our programme, school-family partnership, services, work processes, organisational structure, reporting relationships and personnel?
 - What is the centre’s changing needs regarding their staff development? What new expertise and skills will be required or are desirable?
 - In what areas do my interests and personal plans overlap with the changing needs of my centre?





**“Through my degree,
I am getting a lot of
in-depth knowledge
that is based on
research, and this goes
hand-in-hand with my
classroom practice.”**

Mrs Rajeswarii d/o Raghavan
Teacher
Care Corner Child Development Centre

Striving To Become A Better Teacher

Continuous Professional Development helps teachers learn new methods of teaching for the best results.

To keep up with the changing curriculum, teachers such as Mrs Rajeswarii d/o Raghavan are pursuing degrees to raise their level of teaching.

Even with ten years of experience under her belt, Rajeswarii, an ECE teacher at Care Corner Child Development Centre sees a crucial need to keep herself updated with the changing curriculum and industry trends.

This is why Rajeswarii chose to pursue a part-time Early Child Care degree at UniSIM, despite her initial hesitations. As an educator who has always taught through “experiential learning”, Rajeswarii says that

undertaking her degree has reinforced her style of teaching. Having read the research and theories on teaching, she understands how her teaching styles enable her students to learn better. She also counts her fortunate to have the support and help from her workplace and colleagues while she pursues her degree.

A self-professed learner, Rajeswarii hopes that her love for continuing professional development will inspire and influence her peers to do likewise. “I would like to influence teachers with what I have learnt,” she says. “Basically, I would like to show them that juggling family and learning is possible.”

THE PROFESSIONAL DEVELOPMENT PLANNING CYCLE



ASSESSING YOUR CPD NEEDS



Fill in the worksheet “Assessing My CPD Needs”

(page 88)

Integrate your review and reflection with the assessment of your development needs and outcomes to help you develop a more targeted and intentional PDP. For a start, read through the various core knowledge domains and sub-areas in the CPD lattice carefully. The worksheet is illustrated below.

Reflect on the different level of competencies and the proficiency level you are functioning at for each competency statement.

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Step 1: Assessing My CPD Needs

Based on your reflections, tick the sub-areas that you want to improve and develop in your work.

NAME OF STAFF: _____ DATE: _____

LEVEL: _____ PROFICIENCY: _____

Core Knowledge Domain 1: Child Development	Core Knowledge Domain 2: Learning Environments and Curriculum	Core Knowledge Domain 3: Family and Community Engagement	Core Knowledge Domain 4: Management, Administration and Leadership
A. How Children Develop	A. Environmental Design - Materials and Equipment	A. Family Characteristics and Influences	A. Personal and Professional Interactions
B. Factors that Contribute to Development	B. Schedules and Care Routines	B. Building Relationships	B. Human Resource Management
	C. Strategies to Support Learning and Development	C. Community Involvement and Resources	C. Organisational Management and Continuous Programme Improvement
	D. The Intentional Programme and Curriculum	D. Planning and Developing Family and Community Programmes	D. Financial and Facilities Management
	E. Observation and Assessment		E. Regulations, Policies and Quality Standards
	F. Supporting Children's Emotional Development and Positive Relationships		F. Leadership, Team Building and Professional Development

*For the full competencies lattice, download the PDF at Child Care Link at <http://www.childcarelink.gov.sg>

- ▶ As you reflect on each core knowledge domain and sub-area, consider:
 - What existing knowledge base and experience do I now have?
 - What are my strengths and areas for improvement? (support these with evidences e.g. journal entries, appraisals, evaluation and feedback from parents, comments from colleagues).
 - Which domain do I work on first and next? Prioritise the domains in terms of needs and importance (e.g. Child Development (1); Learning Environments and Curriculum (2)).
- ▶ Decide which level of competency you are functioning at.
 - What skills and capabilities do I currently have and want to work on?
 - Which level am I functioning at? Is it at "Level 1, Level 2 or Level 3"?
- ▶ Decide which proficiency level you are performing at for each competency:
 - What have been my experiences so far?
 - Which level do I think I am functioning at? Is it "Emerging, Developing or Proficient"?
- ▶ Discuss and have conversations with significant others including principals, supervisors and colleagues.
- ▶ Think about your learning and professional development goals.



As CPD plans are based on the needs and work experiences of ECE practitioners, this means that no two plans will be identical. In the following pages, we follow the journey of three different ECE practitioners with varying professional backgrounds as they embark on the various steps outlined in the CPD framework to improve their knowledge and skills.

CASE
SCENARIO
1

Moving on up

Who?

Megan, a young educator who has been working with infants in a child care centre for the past year.

What are Megan's reasons for CPD?

Being relatively new in the profession, Megan needs to enhance her knowledge and skills so that she can provide quality experiences for the infants in her care.

Pre-CPD, Let's Reflect: Where am I now?

Before embarking on her CPD journey, Megan decides to spend time examining where she is now in her profession, reflecting on her beliefs, values and philosophy and how she sees herself in 3 to 5 years time.

Step 1, Assessing CPD Needs:

Megan goes through all the 4 domains in the CPD framework and decides to engage her supervisor and colleagues to further understand the different domains, sub-areas, competencies and proficiency levels. Acknowledging her work and other commitments, Megan realistically prioritises her CPD efforts to 2 domains, "Child Development" and "Learning Environments and Curriculum".

After some discussion with her supervisor, Megan decides that she is ready to focus on the "Child Development" Domain for a start. She then selects the sub-area of "How Children Develop" and evaluates herself as a "Emerging" and functioning at Level 1. Megan looks through the competencies and finds that she needs to broaden her understanding of "Infant/toddler and preschooler development" in terms of their developmental domains (physical, cognitive, social-emotional, communication, creativity strengths). She knows that planning experiences that meet the needs of infants in her care require a deeper understanding of children's development

Step 2, Developing CPD Goals, Identifying Content and Activities:

Here, Megan thinks about the type of activity that would best suit her learning needs, bearing in mind the benefits of combining both formal classroom activities and informal ones. Megan is aware that fulfilling a minimum number of CPD hours is a necessary part of keeping her knowledge, understanding and skills relevant and effective, and her professionalism grounded. She develops two specific professional development goals which states "To be able to identify children's development in the various domains" and "To plan appropriate programmes for infants and toddlers". Megan goes through the various courses that are available and selects one that aligns with her goals. This is a 30-hour course on infant and toddler development for planning high quality experiences.

Step 3, Making it Happen:

Megan looks carefully at her PD plan and the support she is going to need to achieve her learning goals. She carefully reviews the



available resources and discusses her intended plan with her administrator or supervisor, and even her colleagues. Megan then reflects on the anticipated learning points and key insights (e.g. that children vary in their individual differences and experiences planned need to account for the uniqueness of each child) from the intended CPD. Once again, she discusses with her supervisor how she can go about achieving her CPD goals. It was mutually agreed, that Megan will work in the mornings on her course days. In addition, she will be given time-off from work to leave early which will give her some time to catch up with her course work and readings.

Step 4, Reviewing and Evaluating:

After completing the CPD activities, Megan reflects and account for the success of her plan. She evaluates on whether the goals have been achieved and identifies factors affecting her CPD plans. Throughout the course, Megan maintains a journal where she notes down her reflections of the content and what she is learning.

More importantly, Megan will address how she will apply her learning and the impact or the change this will have on her practice and her professional development. To transfer her learning to classroom practice, she discusses her key learning insights with her supervisor.

Additionally, Megan will also start to think about what steps she should take to develop herself further. Throughout this process, Megan knows that discussing and seeking feedback from her supervisor and peers will benefit her further. She identifies the challenges that she has encountered throughout the course (e.g. trying to identify the indicators for each developmental domain) and how she has circumvented this (e.g. engaging her course mates in discussions and reading up). She evaluates the effectiveness of the course in strengthening her knowledge and reflects on what could be done further to address the gaps in knowledge and understanding. Megan decides to look at workshops on observing infants and toddlers.

Post-CPD, Sharing Professional Learning with Others:

Having undergone the CPD activities, Megan decides to present her learning in a short presentation to her colleagues at work. Not only does this ground her newfound knowledge, but this also enables Megan to share new knowledge with her peers which will spur further discussions and her learning to a higher level.

STEP 2

DEVELOPING CPD GOALS, IDENTIFYING CONTENT AND ACTIVITIES



Fill in the worksheet “Developing my CPD Goals, Identifying Content and Activities” (page 89)

Setting goals is an essential part of your professional development. Goals are tangible markers as you review and evaluate your professional development plans. They will help you achieve the results or outcomes that you want.

As part of goal-setting, consider your learning styles, the different modes that support how best you learn as you identify and plan the content and the activities that will help you to achieve your learning outcomes.

It is also important that you consider varying the experiences through a range of CPD activities that will support your learning. For instance, combining a formal training programme with small group discussions on early childhood issues and professional learning circles with other peers could increase the impact as well as extend the breadth and depth of your understanding and learning. The key is to be intentional in having a combination and range of CPD activities that best suit your learning styles and needs.

Refer to the list of suggested **Continuous Professional Development Activities** listed on page 79 - 81. It is good professional practice to target to achieve at least 30 - 50 CPD hours a year comprising a range of CPD activities e.g. attending seminars, workshops, participating in professional learning circles or even discussions with your supervisor on a particular early childhood or project that you are working on. Aim to:

- ▶ Develop specific CPD goals to include learning outcomes and objectives.
- ▶ Identify specific CPD content required to meet each professional development goal.
- ▶ Identify CPD activities and rationale for your selection (e.g. how will it address your learning goals? Is this mode relevant to the content?).
- ▶ List the CPD hours for each of your activity.



Becoming a successful mentor

Who?

Abby, a kindergarten teacher armed with an Early Childhood Education diploma and has been working in the field for the past 5 years.

What are Abby's reasons for CPD?

Though she has gained sufficient experience to mentor her colleague who is a new teacher, she is aware that she still needs to develop and become more proficient skills in this area.

Pre-CPD, Let's Reflect: Where am I now?

Abby is aware that she should reflect on her current knowledge and skills, and think about what she needs to learn in order to further develop her mentoring skills and teaching methods.

Step 1, Assessing CPD Needs:

Abby goes through all the 4 domains in the CPD framework. After engaging the help of her principal to observe her during class, Abby receives valuable feedback on how she could improve. Abby also seeks feedback from her colleague whom she is mentoring. She then proceeds to fill out the CPD lattice based on the reflection on her current knowledge and skills, as well as the various forms of feedback from her principal, parents and colleagues.

Abby realises that in order to strengthen her mentoring skills, she needs to work on the sub-area "Personal and Professional Interactions" under the "Management, Administration and Leadership" domain. Here she assesses herself as "Developing" and functioning at Level 2. This is one of her priorities in professional development in order to move from the "Developing" to the "Proficient" level. Under the domain "Learning Environments and Curriculum", Abby considers the importance of further broadening and expanding her skills set in the area of play and selects sub-area "The Intentional Programme and Curriculum". Here, too, she sees herself as "Developing" and functioning at Level 2.

Step 2, Developing CPD Goals, Identifying Content and Activities:

In this step, Abby decides to gain more in-depth information about using play in her teaching and strengthening her mentoring skills. She has listed these as her professional development goals and begins thinking about the types of CPD activities that she can attend. After listing the activities, Abby realises that between the two sub-areas, she needs to include a variety of activities such as online learning, literature review, workshops and even discussions with her supervisor to clock up the 30 hours and proceeds to review her CPD goals and the activities to fulfil them.

Her final professional development goals are "To understand the various forms of play and the materials needed to involve and engage children's participation"



and "To understand and implement an effective mentoring structure" as well as "To learn about documenting the mentoring process".

Step 3, Making it Happen:

Abby will discuss her CPD plan with her supervisor and colleagues. As some of the activities (e.g. workshops and seminars) chosen are conducted during the centre's programme hours, Abby needs to obtain her supervisor's approval and discuss how this can be worked out. Abby also enlists her colleagues' help, as they will be taking over her group of children while she is away.

Step 4, Reviewing and Evaluating:

Abby has completed most of the activities listed in her CPD plan. She then sits down to evaluate if her plan had worked, review what had not worked and what could be changed in future. Abby realises that one of the workshops she attended shared similar content to what she had learnt during her diploma training. Nevertheless, she notes this down and thinks about what other strategies that she can use from this workshop to add on to her current knowledge and skills and to inform her practice.

Post-CPD, Sharing Professional Learning with Others:

After completing the CPD process, Abby has decided to become a mentor to a newer employee in her centre. At the same time, Abby also documents this mentoring process so that she can find areas to improve upon in the future. Having discussions with peers is also an added benefit for Abby as it helps to crystallise her thoughts and next steps. On the understanding she has acquired on adopting a play-based learning and how to resource the different corners, Abby plans a series of articles which she will feature in her centre's e-newsletter periodically throughout the year. She knows that the outreach will be expansive as the e-newsletter is targeted at both parents and teachers.

STEP 3 MAKING IT HAPPEN!



Fill in the worksheet "Making CPD Happen!" (page 93)

Walk the talk and put your plan in action! Carry out the activities in your plan. Maintain a detailed activity log and record of your progress. Include dates as well as the duration of the activity and when it was undertaken. Reflect on learning points as well as any issues or challenges you encounter along the way. You may also want to reflect on its anticipated outcomes or impact.

- State the domains and competencies you want to work on.
- Think about the type of CPD activity you feel will best help you to acquire the knowledge and skills you need to reach the CPD goals that you have set for yourself.

- Write down specifically what you want to learn from the CPD activity.
- Determine your funding sources, resources, support and approvals you will need to achieve your plan.
- Plan your timelines for the activities.
- Maintain a detailed activity log and record of your progress.
- Include dates as well as the duration of the activity and where and when it was undertaken.

Step 3: Making CPD Happen!
Fill in how you will carry out your CPD activities.

Which Domain/Sub-area/ Competency Item Do I Want To Work On?	Which CPD Activity Will I Choose?	What Resources Do I Need?	Log these 2 columns after each CPD Activity	
			What Do I Want To Learn?	When Do I Do This?
<i>For example: Teaching & learning: environmental design</i>	<i>For example: Literature review</i>	<i>For example: Funding support/approval and time off</i>	<i>For example: Setting up environments/factors to take into consideration</i>	<i>For example: Jun 2013, in 4 months</i>

Putting a shine on leadership skills

Who?

Kelly who holds an Early Childhood Education (Teaching and Leadership) diploma has taught for over 3 years. She was just promoted into a supervisory role six months ago.

What are Kelly's reasons for CPD?

As a new supervisor, Kelly is keen to put her knowledge into practice. After observing the centre's routines and administrative processes, Kelly feels the need to implement change to the centre's routines. However, she does not know how to go about it and feels inadequate due to the lack of experience in guiding her staff. Kelly also observes that her teachers need more guidance in the area of environmental design.

Pre-CPD, Let's Reflect: Where am I now?

Kelly knows that she needs to gain more skills to become an effective leader and begins reflecting on her CPD needs.

Step 1, Assessing CPD Needs:

First, Kelly goes through the "Management, Administration and Leadership" Domain and realises that she has to work on a number of skills to strengthen this area. Next, she reviews the Domain area "Learning Environments and Curriculum" and selects a few areas to focus on. Kelly then speaks with her centre administrator and head teachers to gain feedback on her leadership skills. Kelly's colleagues provide constructive feedback, which Kelly notes and uses in assessing herself on the CPD lattice.

After the assessment, Kelly is able to identify the areas that need to be worked on. For a start, she selects the sub-area "Leadership, Team Building and Professional Development. Here, Kelly considers herself as "Emerging" and functioning at Level 1. In the Domain area of "Learning Environments and Curriculum", she sees the need to broaden her understanding and skills in "Environmental Design – Materials and Equipment". For this sub-area, she assesses herself as "Developing" and functioning at Level 2.

Step 2, Developing CPD Goals, Identifying Content and Activities:

Kelly comes up with a list of CPD goals that addresses both her teaching and leadership needs. She develops two goals for each domain – "To understand the different types of leadership" and "To enhance team building skills". For the learning environments and curriculum domain she has "To understand the factors that influence environmental design" and "To enhance skills in designing spaces for young children". She researches the different types of activities that can fulfil her needs and goals. Kelly explores the possibility of attending seminars and workshops. After calculating the total CPD hours, Kelly realises her goals require more hours than she can afford. But on the other hand, she feels the need to equip herself with the necessary skills.

Kelly decides that the best approach would be to pace herself over the next 12 months and pick a variety of activities like communities of practice, online learning and attending workshops.

Step 3, Making it Happen:

To make time for her CPD activities, Kelly makes arrangements among her head teachers and administrator to cover her duties in her absence. She lists down the resources and support needed to enable her to carry out her CPD plan and plans her timelines to pace herself comfortably.

Step 4, Reviewing and Evaluating:

When evaluating the outcome of her PD plan, Kelly decides that she was too focused on some aspects of her professional development and leadership and needs to start looking at other areas to broaden her understanding and skills. Guiding her staff in their professional development is an important component in good leadership that Kelly has to start focusing on. Kelly jots this down as one of the reflection points and sets this as a goal for future professional development. She also realises that she did not quite achieve one of her goals and deliberates over the reasons and how these may be overcome in her next plan of action.

Post-CPD, Sharing Professional Learning with Others:

Having completed her CPD activities, Kelly puts into practice her newly acquired knowledge and skills by hosting a parents' night at the centre. By creating this new initiative, she has the opportunity to practice her leadership and communication skills. Kelly also schedules sharing sessions with her teachers over a 3-week period.



STEP

4

REVIEWING AND EVALUATING



Fill in the worksheet “Reviewing and Evaluating What I Have Learnt” (page 94)

Assessment involves critically reflecting on a wide range of actions and experiences to identify current skills, knowledge and areas. Use multiple lenses to provide for richer perspectives to your assessment.

- Determine if your plan worked. Are there any surprises, setbacks or challenges? What would you have done otherwise?
- Reflect on learning points as well as any issues or challenges you encountered along the way. Think about:
 - What are my feelings about the activity?
 - What is the mode of learning?
 - Are the learning or professional development goals I set achieved?
 - What are the learning points and key takeaways from the activity?
 - How can I apply the skills and knowledge I have acquired?
- What steps can I take to apply the learning?
- Are there other professional development activities that will further augment or supplement my learning?
- Consider if your plan has enabled you to achieve the objectives, goals and outcomes you have outlined.
- Reflect if your professional development needs have been met and what you have learnt or gained as insights.
- Think about the impact or difference your PD will have and how you can apply it to your practice.
- Think about where to go from here. What are your next steps or plan of action?

94

Step 4: Reviewing and Evaluating What I Have Learnt

Fill in the blanks with your reflections and thoughts on the CPD activities that you've undertaken.

I have met my learning goals such as...
(elaborate)

I have overcome challenges like...
(explain)

I overcame these challenges because...
(analyse)

In my classroom and centre, I will change...
(elaborate)

Next, I will embark on...
(suggest)

DEVELOPING YOUR PROFESSIONAL PORTFOLIO



Fill in the worksheet “Documents in My CPD Portfolio”
(page 95)

As you embark on your learning journey in professional development, you will find it useful to document your experiences, your professional knowledge and skills that you have acquired in your professional development portfolio. Artefacts such as your self-assessments, professional development plans, professional activities undertaken, reflections and evaluations in a cohesive and coherent manner can be filed in the portfolio.

Your CPD or professional portfolio not only shows evidence of your professional growth but will also encourage you to reflect and think critically about your knowledge and understanding of early childhood, your skills learnt from past experiences and current activities.

The various sections of your CPD portfolio can include:

- **A statement of your philosophy of education:** Write a short narrative that describes your beliefs about children, what teaching and learning means to you. It will also include a brief description of your teaching methods and reasons why you have chosen these methods.
- **Teaching/leadership experience and responsibilities:** Document your various experiences as a teacher/leader and include papers that show your growth as an educator. This section will also include a summary of different teaching and leadership positions you have held over the years and various responsibilities that you have fulfilled.

- **Courses and CPD activities attended:** Include all the different courses, seminars and CPD activities that you have attended, participated in or facilitated.
- **Evaluations:** Document all evaluations of your teaching/leadership abilities. Ask for evaluation letters from principals, mentors or professors who have employed, taught and/or observed you teach in a regular classroom. Include feedback and accolades received about your abilities.

As you continue to grow as an educator, reviewing your teaching portfolio periodically and adding documents and materials will provide the evidence of your teaching abilities and growth. Suggestions of how to organise and assemble the appropriate artefacts for your PD Portfolio are given on page 95.



“By attending these training sessions, we are better able to help teachers address their issues they face in the training course by sharing the ways in which we overcame the challenge.”

Madam Rebecca Goh-Quek
Zone Principal
Kinderland Educare Services Pte Ltd



Leading By Example

Continuous Professional Development (CPD) benefits seasoned centre supervisors and managers as it keeps their skills and knowledge current and up-to-date.

At Kinderland Educare Services, Zone Principal Madam Rebecca Goh-Quek is often the person who trains and mentors her younger teachers. Some of her responsibilities include inducting younger teachers on the centre policies, as well as advising teachers on how they should handle the various cultural nuances seen in the children.

However, one of Rebecca's roles is to be a guide for teachers when they encounter problems during their training courses. But to perform this responsibility well, she has to participate in the training sessions too.

Apart from training courses, Rebecca also reads a wide variety of ECE related articles and reports in magazines and newspapers. The responsibility of CPD, Rebecca believes, is very much in the hands of the individual. She credits the government for its supportive funding schemes, and adds that ECE practitioners should also make full use of these CPD opportunities. “We cannot expect to be spoon-fed. It is definitely up to us to take the first step and sign ourselves up for training to upgrade our skills.”

SHARING PROFESSIONAL DEVELOPMENT LEARNING WITH OTHERS



Fill in the worksheet “Sharing My CPD Learning with Others”
(page 96)

Research has proven that teachers reap considerable gains when they engage in critical thinking as well as dialogues with their significant others and colleagues. When these conversations take place before the professional development activity, during the process and upon completion, it directly influences, informs and transforms programmes, pedagogy and practice, even enhancing an educator’s sense of professionalism as well.

Circumstances or factors in your environment may change, or your role and responsibilities may evolve considerably. Checking your plan periodically will help ensure that your plan is on track. In fact, a divergence from the plan also serves as a learning point for you to think about alternative plans and/or strategies, or how it could have been circumvented.

- ▶ Discuss with your administrator, supervisor and/or colleagues on your plans to share your learning experience or key take-aways from the CPD activities you have participated in.
- ▶ Think about how you will share your experiences and knowledge and the mode of sharing (e.g. informal dialogue session with your parents, presentation to colleagues, contributing to communities of practice).
- ▶ Explore different ways or formats for sharing your experience and key learning points (e.g. presentations interspersed with hands-on activities or discussions).



“The questions provided in this toolkit are useful because they help guide the dialogue sessions between ECE teachers and their supervisors about their work.”

**Ms Dora Phoon, Education Development Specialist,
NTUC First Campus Cooperative Ltd**

THE ROLE OF YOUR CENTRE IN CPD



Fill in the worksheet “CPD Centre Planner for Centre Administrators and Supervisors” (page 97)

“The responsibility of CPD should be on both centres and teachers. It is important that ECE teachers are intrinsically motivated to learn and develop as a professional.”

Ms Rebecca Chan, Manager, Praises

CPD Centre Planner for Centre Administrators and Supervisors

With one line for each employee, tick the CPD boxes that your teachers are pursuing this year. This will give you an overview of your centre's CPD efforts.

Year: _____

CORE KNOWLEDGE DOMAIN	STAFF	Learning Development and Curriculum										Family and Community Engagement				Management, Administration and Leadership				
		1. New Children Entry	2. Entry into Pre-school & Kindergarten	3. Curriculum Development & Delivery	4. Curriculum Review	5. Curriculum Support & Development	6. The National Curriculum Framework & Curriculum	7. Curriculum Review & Development	8. Curriculum Review & Development	9. Curriculum Review & Development	10. Curriculum Review & Development	11. Family & Community Engagement	12. Family & Community Engagement	13. Family & Community Engagement	14. Family & Community Engagement	15. Family & Community Engagement	16. Family & Community Engagement	17. Family & Community Engagement	18. Family & Community Engagement	19. Family & Community Engagement
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Centre administrators and supervisors take on important roles as leaders, mentors and coaches. They operationalise the child care centre's vision, mission and philosophy, and help shape the professional learning culture of the centre. Keeping in touch with the most current research in pedagogy and practices is vital as it influences administrators and supervisors to align their decisions effectively.

As effective leaders, administrators and supervisors should actively encourage educators to upgrade themselves professionally through qualifications and ongoing training. This will help teachers stay relevant and abreast with up-to-date research findings, good practices, issues and challenges in the early childhood field. Teachers armed with knowledge and skills of the best practices can then engage children in purposeful and meaningful learning.

Administrators and supervisors play a pivotal role in monitoring, guiding and counseling educators throughout the 4-step professional development planning cycle. It is a collaborative partnership

with the aim of ensuring quality provisions for young children. In addition, working collaboratively with your staff will ensure that the professional development efforts of the educators are closely aligned with the vision and mission of the centre, as well as meeting the sector's regulatory requirements and quality initiatives (e.g. Early Years Development Framework, SPARKS etc). Resources including the Child Care licensing instrument and the Good Employer's Toolkit can also serve as useful reference guides for planning and deciding the priority areas for staff development. Tapping on available funding schemes and information on CPD courses will enable you to draw up a total training plan for that will meet the needs of your employees.

The individual professional development plans of the staff can be pooled together to create a map of the centre's professional development plan. The CPD Planner is designed to provide an overview of the range of CPD training needs and gaps in terms of the content and activities of your centre, which the administrator and supervisor needs to address.

TYPES OF CPD ACTIVITIES

Here are some suggestions of CPD activities that you can participate in.

Self-initiated Activities

- Self-evaluation
- Reading professional literature
- Individual research
- Participation in action research
- Reading the latest journal articles in your subject
- Updating knowledge through internet or other media
- Giving a presentation at a conference in your subject area
- Writing reports or papers to inform your colleagues
- Reviewing books or articles for colleagues
- Suggesting and leading a new initiative



Classroom-related activities:

- Courses and workshops
- Education conferences and seminars
- Qualification programmes
- Open distance learning



Peer-related activities:

- Observation visits to other schools or joint training exercises
- Participating in professional development networks, specialist subject interest groups and communities of practice sessions
- Peer observation
- Informal dialogues to improve teaching
- Collaborative research
- Collaborative planning and evaluation



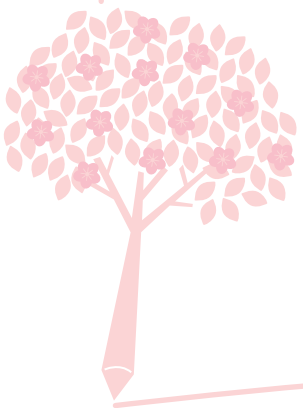
Leadership-related activities:

- Inducting, mentoring and assessing individual teachers
- Supervising teachers' research
- Conducting whole centre training days
- Taking part in sabbaticals and exchanges with other leaders

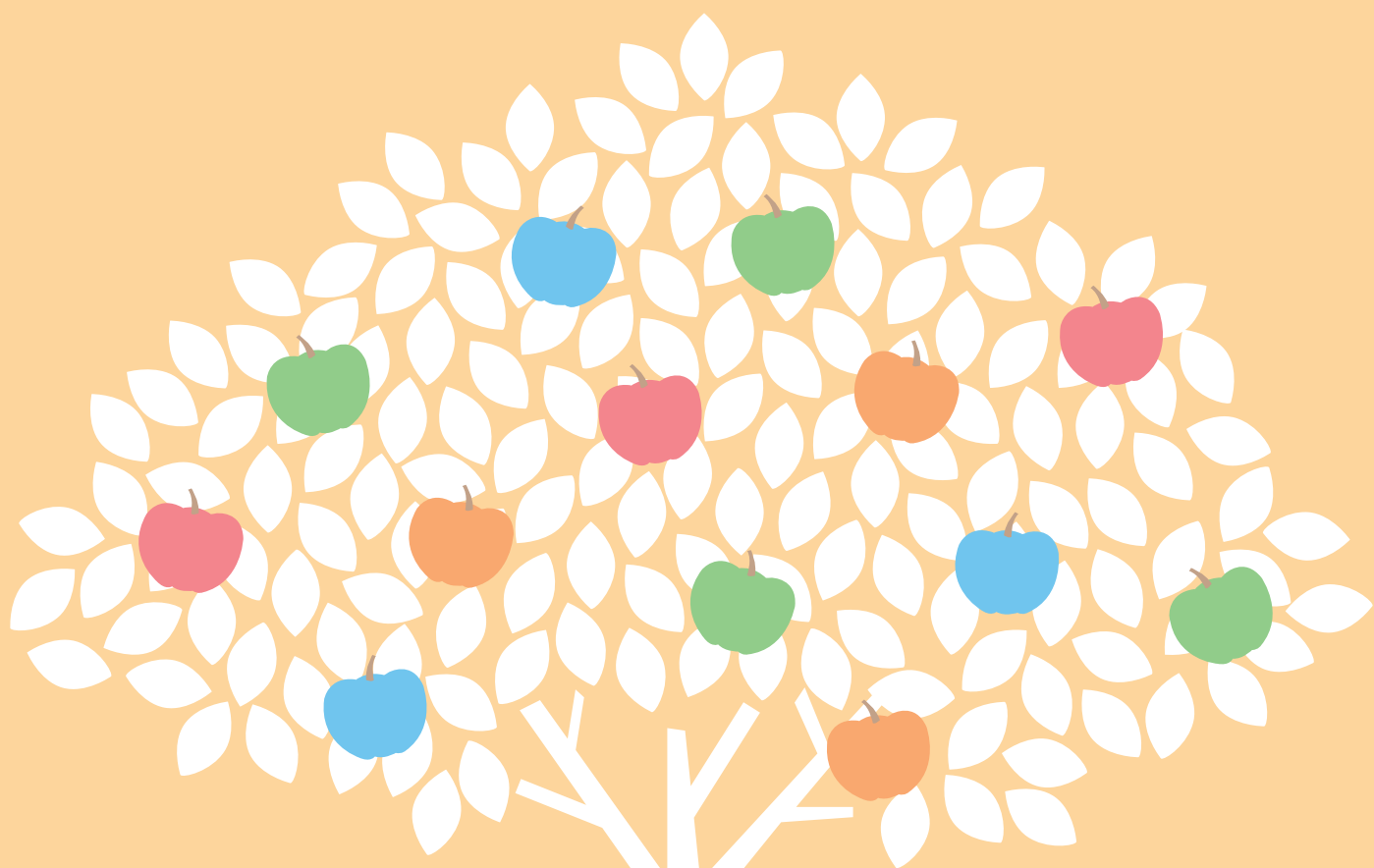


“Training and CPD helps us learn new perspectives and insights. And when we take these back and apply them to our work, we become better teachers.”

Mr Ben Lee, Child Care Teacher, My First Skool



Getting Started



Your CPD Journey Begins Here

This toolkit has been designed to guide ECE professionals in every step of their Continuing Professional Development as they journey towards becoming highly skilled professionals.

Within the book, you will find the following tools:

Let's Reflect: Where am I now?

This tool will guide you as you reflect on your knowledge and skills as an ECE practitioner, as well as your goals and intentions in your work.

Assessing my CPD Needs

This tool enables you to assess your current knowledge and skills. By using the appropriate CPD Lattice, you can gauge whether you are an "Emerging", "Developing" or "Proficient" practitioner in the various sub-areas.

Developing Goals, Identifying Content and Activities

This tool is aimed at helping you set your CPD goals, as well as identify the content and the activities that will achieve your desired learning outcomes.

Making CPD Happen

This tool is an activity log for you to record your CPD progress.

Reviewing and Evaluating What I Have Learnt

This tool helps you reflect on your CPD learning points as well as any issues or challenges you may have encountered along the way.

Documents in My CPD Portfolio

This tool provides you with a list of documents and work-related items that you can use to build your CPD Portfolio.

Sharing My CPD Learning with Others

This tool guides you in how you can share your knowledge and skills with children, parents or colleagues.

CPD Centre Planner for Centre Administrators and Supervisors

Designed for Centre Administrators and Supervisors, this tool helps pool together the individual professional development plans of the staff, providing an overview of the CPD content and activities.

By using these tools, you will be able to design a development plan, identify professional needs and implement the CPD plan that is both purposeful and meaningful for you.

This toolkit will also be your guide as you learn and grow in your professional career. It is important that you return to this toolkit periodically to see how far you have progressed, as well as to map out the next steps in your learning and development journey.

Let's get started! ➡

Let's Reflect: Where am I Now?

Reflect and write in your answers to the list of questions given.

KEY AREAS

Suggested Areas/Questions

1 What are my beliefs, values and philosophy?
Am I living these out?

2 What are my strengths and abilities? What new knowledge, skills or abilities do I need to develop to be more effective in my role?
Why are these important?

REFLECTIONS

For example: I believe and respect that young children learn differently and in their own time.

For example: Designing small spaces for effective learning; utilising furniture to create learning spaces.

3 What are my more immediate professional development goals in the next 12 months, the next 2 years and 5 years from now? Why do I need to set these goals?

For example: To expand my understanding of child development in the next 12 months; To enhance my skills in working with families for the next 2 years; To enable me to organise workshops for parents in the next 5 years.

4 In what ways can my centre support me? What resources would I need to achieve my goals?

For example: Provide time-off for learning; Sponsor workshops.

5 How can I contribute to my centre to make it better?

For example: Have more conversations with my colleagues on the importance of a certain issue.

Step 1: Assessing My CPD Needs

Based on your reflections, tick the sub-areas that you want to improve and develop in your work.

NAME OF STAFF: _____

LEVEL: _____ PROFICIENCY: _____ DATE: _____

Core Knowledge Domain 1: Child Development		Core Knowledge Domain 2: Learning Environments and Curriculum		Core Knowledge Domain 3: Family and Community Engagement		Core Knowledge Domain 4: Management, Administration and Leadership	
A. How Children Develop	<input checked="" type="radio"/>	A. Environmental Design - Materials and Equipment	<input checked="" type="radio"/>	A. Family Characteristics and Influences	<input checked="" type="radio"/>	A. Personal and Professional Interactions	<input checked="" type="radio"/>
B. Factors that Contribute to Development	<input checked="" type="radio"/>	B. Schedules and Care Routines	<input checked="" type="radio"/>	B. Building Relationships	<input checked="" type="radio"/>	B. Human Resource Management	<input checked="" type="radio"/>
		C. Strategies to Support Learning and Development	<input checked="" type="radio"/>	C. Community Involvement and Resources	<input checked="" type="radio"/>	C. Organisational Management and Continuous Programme Improvement	<input checked="" type="radio"/>
		D. The Intentional Programme and Curriculum	<input checked="" type="radio"/>	D. Planning and Developing Family and Community Programmes	<input checked="" type="radio"/>	D. Financial and Facilities Management	<input checked="" type="radio"/>
		E. Observation and Assessment	<input checked="" type="radio"/>			E. Regulations, Policies and Quality Standards	<input checked="" type="radio"/>
		F. Supporting Children's Emotional Development and Positive Relationships	<input checked="" type="radio"/>			F. Leadership, Team Building and Professional Development	<input checked="" type="radio"/>

*For the full competencies lattice, download the PDF at [Child Care Link at http://www.childcarelink.gov.sg](http://www.childcarelink.gov.sg)

Step 2: Developing My CPD Goals, Identifying Content and Activities

Fill in your CPD goals, and the content and activities that can help you achieve them.

CORE KNOWLEDGE DOMAIN	SUB-AREA/COMPETENCY ITEM NO.	LEARNING GOALS	TYPE OF ACTIVITY	CPD HOURS
Example 1: Child Development	How Children Learn	1. To improve my understanding of observation and documentation 2. To improve my techniques in conducting observation and documentation	1. In-house training 2. Workshop 3. Discussions with Supervisor/ Colleagues	3 hours 16 hours 3 hours
Example 2: Learning Environments and Curriculum		1. To improve my understanding of how to design an environment for infants	1. Workshop 2. Literature Review	
CHILD DEVELOPMENT				

Step 2: Developing My CPD Goals, Identifying Content and Activities

Fill in your CPD goals, and the content and activities that can help you achieve them.

CORE KNOWLEDGE DOMAIN	SUB-AREA/ COMPETENCY ITEM NO.	LEARNING GOALS	TYPE OF ACTIVITY	CPD HOURS
LEARNING ENVIRONMENTS AND CURRICULUM				

Step 2: Developing My CPD Goals, Identifying Content and Activities

Fill in your CPD goals, and the content and activities that can help you achieve them.

CORE KNOWLEDGE DOMAIN	SUB-AREA/ COMPETENCY ITEM NO.	LEARNING GOALS	TYPE OF ACTIVITY	CPD HOURS
FAMILY AND COMMUNITY ENGAGEMENT				

Step 2: Developing My CPD Goals, Identifying Content and Activities

Fill in your CPD goals, and the content and activities that can help you achieve them.

CORE KNOWLEDGE DOMAIN	SUB-AREA/ COMPETENCY ITEM NO.	LEARNING GOALS	TYPE OF ACTIVITY	CPD HOURS
MANAGEMENT, ADMINISTRATION AND LEADERSHIP				

Step 3: Making CPD Happen!

Fill in how you will carry out your CPD activities.

Log these 2 columns after each CPD Activity

Which Domain/Sub-area/
Competency Item Do
I Want To Work On?

For example:
Teaching & learning:
environmental design

Which CPD
Activity
Will I Choose?

For example:
Literature review

What Resources
Do I Need?

For example:
Funding support/approval
and time off

What Do I Want To Learn?

For example:
Setting up environments/factors to
take into consideration

When Do I
Do This?

For example:
Jun 2013,
in 4 months

Step 4: Reviewing and Evaluating What I Have Learnt

Fill in the blanks with your reflections and thoughts on the CPD activities that you've undertaken.



I have met my learning goals such as...
(elaborate)

I have overcome challenges like...
(explain)

I overcame these challenges because...
(analyse)

Next, I will embark on...
(suggest)

In my classroom and centre, I will change...
(elaborate)

Documents in My CPD Portfolio

Create a CPD Portfolio using some of the suggested documents below.

☐ Curriculum Vitae
 ☐ Statement of Teaching Roles and Responsibilities
 ☐ Reflective Statement of Teaching Goals and Approaches
 ☐ Teaching Philosophy
 ☐ Teaching Strategies and Methods

ROLES, RESPONSIBILITIES, AND GOALS

☐ Future teaching goals
 ☐ Activities to improve instruction
 ☐ Representative assignments from professional courses completed
 ☐ Participation in seminars or professional meeting on teaching

PROFESSIONAL DEVELOPMENT PLAN

☐ Service on committees
 ☐ Development of student teacher apprentice programmes
 ☐ Assistance to colleagues on teaching
 ☐ Publications in teaching journals
 ☐ Work on curriculum revision or development
 ☐ Obtaining funds/equipment for programmes, projects

CONTRIBUTIONS TO INSTITUTION OR PROFESSION

☐ Curriculum and lesson plans and evaluations
 ☐ Samples of children's work that demonstrate their learning

MATERIALS SHOWING EXTENT OF STUDENT LEARNING

☐ Teaching awards from centre/organisation
 ☐ Teaching awards from profession
 ☐ Invitations based on teaching reputation to consult, give workshops, write articles, etc.

AWARDS, RECOGNITION AND TESTIMONY

☐ Evidence of teaching effectiveness
 ☐ Video recordings of teaching
 ☐ Feedback and evaluations
 ☐ Letters from supervisor or instructor

EVALUATIONS OF TEACHING

Sharing My CPD Learning with Others

State how you would share your new knowledge with others in the given boxes.

TO WHOM	OBJECTIVES	TYPE OF ACTIVITY	MEDIA TO BE USED
<div>For example: Parents</div>	<div>For example: 1. To enhance parents' understanding and skills in story reading. 2. To develop story books for their children.</div>	<div>For example: 1. Open-house nights 2. Workshop</div>	<div>For example: 1. Information on language and literacy development in young children on display boards. 2. Interactive hands-on session with activities for parents to work with their children.</div>
<div></div>			

CPD Centre Planner for Centre Administrators and Supervisors

Year: _____

With one line for each employee, tick the CPD boxes that your teachers are pursuing this year. This will give you an overview of your centre’s CPD efforts.

CORE KNOWLEDGE DOMAIN	Child Development		Learning Environments and Curriculum						Family and Community Engagement				Management, Administration and Leadership					
<div>SUB-AREA</div> <div>STAFF</div>	A. How Children Develop	B. Factors that Contribute to Development	A. Environmental Design-Materials & Equipment	B. Schedules & Care Routines	C. Strategies to Support Learning & Development	D. The Intentional Programme & Curriculum	E. Observation & Assessment	F. Supporting Children’s Emotional Development & Positive Relationships	A. Family Characteristics & Influences	B. Building Relationships	C. Community Involvement & Resources	D. Planning & Developing Family & Community Programmes	A. Personal & Professional Interactions	B. Human Resource Management	C. Organisational Management & Continuous Programme Improvement	D. Financial & Facilities Management	E. Regulations, Policies & Quality Standards	F. Leadership, Team Building & Professional Development
1.																		
2.																		
3.																		
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Acknowledgements and Resources



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Chee Hwan Kog Childcare Centre
Chiltern House
Creative O Preschoolers' Bay
Early Learning Centre Pte Ltd
Just Kids Learning Place Pte Ltd
Kidsville Child Care and Development Centre
Kinderland Child Care Centre
Learning Kidz Educare Pte Ltd
Learning Vision @ Work Pte Ltd
Little Footies Pte Ltd

Learning Vision Group
Moriah Child Care and Development Centre
My First Skool
My Little Campus
NTUC First Campus
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KLC School of Education

Ms Lynn Heng
NTUC First Campus

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Dr Chan Lin Ho
Deputy Director
Policy & Development

Mrs Bernadette Ho
Senior Assistant Director
Professional Development Section

Ms Angela Anthony
Assistant Director
Child Development & Child Development Network

Mrs Jenny Wong
Manager
Professional Development Section

Ms Maria Mahat
Assistant Manager
Child Development Network

Ms Dhana Bharathi
Assistant Manager
Professional Development Section

Ms Sandra Wu
Child Care Officer
Child Development Network

Ms Marian Gan
Child Care Officer
Professional Development Section

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USEFUL LINKS & RESOURCES

Reflection Tools

ALPS Area of Reflection

<http://learnweb.harvard.edu/alps/reflect/index.cfm>

We draw conclusions everyday from our experiences. Are our conclusions reasonable and helpful to us as we plan future experiences? How can we know? Through reflection we can assess our conclusions, actions and work process itself to further our personal and professional development. The reflection tool is designed for you to reflect on aspects of your teaching and thinking. The intent of the exercise is to help you bring what you care most about into your work thoughtfully and with understanding.

Ontario College of Teachers : A Self Reflective Professional Learning Tool

http://www.oct.ca/standards/resource_kit/pdf/Self_Reflection_Brochure_EN.pdf

This self-reflective professional learning tool is designed to assist educators in thinking about their professional practice. This self-reflective tool provides educators with a process for reflection and exploration into one's own professional practice. It features many questions in a form of an online brochure. You may print it out and attempt the questions in the boxes provided.

Leading for Learning

<http://depts.washington.edu/ctpmail/PDFs/LforLSummary-02-03.pdf>

The reflective ideas and tools for educators offered here synthesise ideas from many sources, including research literature, examples of leadership in action, and educators' craft knowledge. The content relates to instructional leadership, teacher learning and professional community, teacher leadership, organisational learning, and policy-practice connections. The document contains many reflective ideas and tools for education leaders. Directors, principals and teachers taking on leadership roles may use this resource as a form of reflection and as means to improve their leadership practices.

Portfolios

Teaching Portfolio Handbook

http://www.brown.edu/Administration/Sheridan_Center/docs/teach_port.pdf

This handbook is to introduce and explain the Teaching Portfolio concept as a way to demonstrate one's teaching credentials to colleagues, department chairs and potential employers. Individuals and/or departments may also use Teaching Portfolios for other uses such as a means for assessment and development of courses. Creating your first Teaching Portfolio enables you, the instructor, to think more critically about your teaching, to create new methods of assessing it and to discuss pedagogy with colleagues, advisors, students and others. You will find lists of artefacts to give you an idea of the materials you may include in your portfolio. Also, samples of artefacts are also included.

A Teacher's Portfolio (Video)

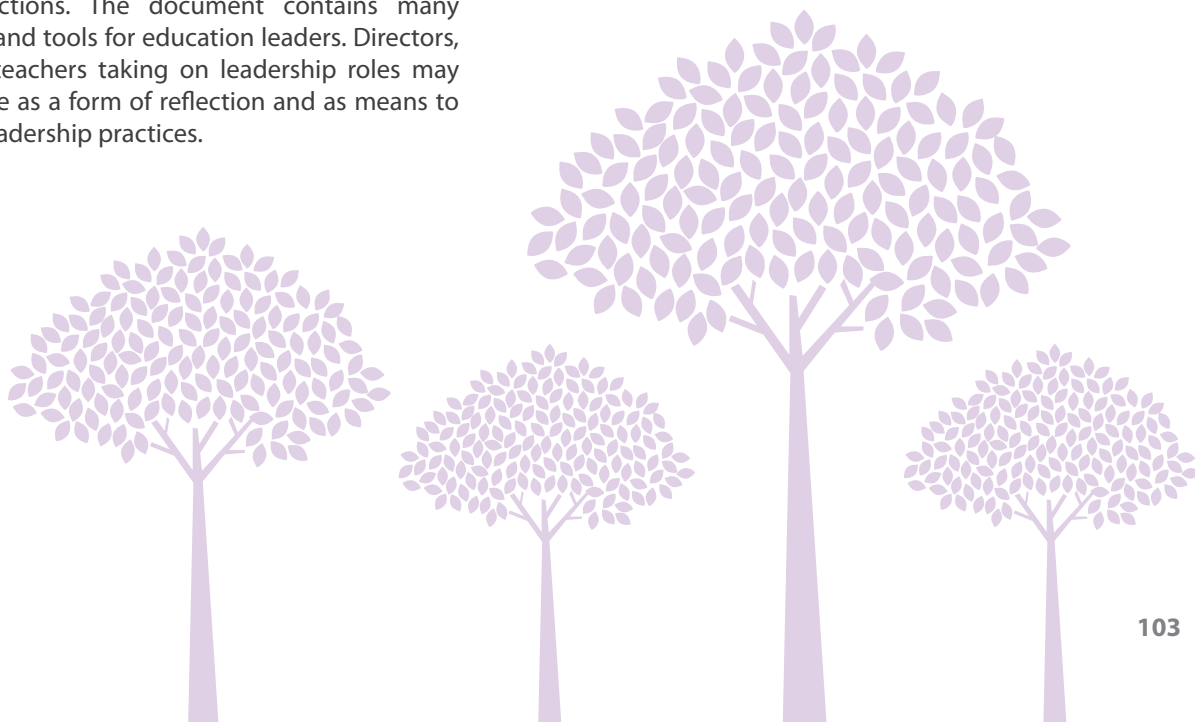
<http://www.youtube.com/watch?v=1sv3HA0A5ag>

This is a video showcasing an example of an organised teacher's portfolio. It displays the artefacts that can be included, types of dividers that you may use and the look and feel of a professional portfolio. Also, descriptions of all the artefacts and explanations are narrated as well.

Portfolio Organisation and Contents (Video)

<http://www.youtube.com/watch?v=8AtvY1w0G2o&feature=related>

This is a video which shows the various ways that you can organise your portfolio such as binding into a book, collating the materials into a ring binder etc. It also mentions the content that you should include in your portfolio.



Types of CPD Activities

COMMUNITIES OF PRACTICE

NAEYC- Teacher Research Initiatives: Teacher Communities of Practice

<http://www.naeyc.org/content/teacher-research-initiatives>

Teacher research is increasingly recognised nationally and internationally as a critical part of early childhood professional development. This website highlights the wide range of early childhood teacher research initiatives through brief summaries. They include contact information for educators interested in learning more about specific project goals and methods. Educators may learn about the research that is ongoing in the field or contact the researchers if they have further enquiries.

CONFERENCES, WORKSHOPS & SEMINARS

CDN Event Calendar

<https://app.cdn.gov.sg/Events.aspx>

This calendar on the Child Development Network (CDN) charts all major seminars, workshops and conferences that are conducted in Singapore. The dates and venues of each event is available when you 'mouse-over' each event title. Other information such as registration forms and contacts are available as well.

Asia Festival of Children's Content: Asian Primary & Pre-school Teachers Congress

<http://www.afcc.com.sg/about-afcc/afcc-info/>

AFCC offers a unique occasion for participants to meet, interact, network and find common ground and business opportunities with the entire community of children's content creators. On top of that, AFCC also organises the Asian Primary & Pre-school Teachers Congress. Many speakers from all over the world attend this event and share about various insightful topics related to early childhood education.

Association for Early Childhood Educators, Singapore (AECES) - Events & Programmes

<http://www.aeces.org/educators>

AECES as an organisation is a resource for the community because over the years, it has nurtured many early childhood professionals who now act as resource persons. This page features the upcoming seminars and conferences that are organised by AECES and other regional events as well.

Singapore Human Resources Institute (SHRI)

<http://www.shri.org.sg/>

The Singapore Human Resources Institute (SHRI) is the only not-for-profit professional HR body in Singapore, representing over 3,000 human resource professionals. Founded in 1965, SHRI is committed to promulgating and maintaining high standards of professionalism in human resource management and development.

FORUMS & DIALOGUE PLATFORMS

Child Development Network Forum

<https://app.cdn.gov.sg/Forum.aspx>

The CDN Forum is a place that brings members of the Early Childhood Community together to ask questions, share views and find answers on early childhood issues. Teachers, centre supervisors and operators, early childhood experts and interested members of the public may join the forum and contribute to the discussions.

The Teacher's Corner

<http://forums.theteacherscorner.net/forumdisplay.php?59-Preschool-Early-Childhood>

This is an overseas based forum that has members from all over the world discussing about various topics related to early childhood education. Interest areas such as learning through play, welcome letters to parents and even interview questions for a pre-school teacher are some of the topics being discussed. You may also find information on themes, lesson plans and curriculum in this website.

TRAINING PROGRAMMES

CDN: List of Upcoming Courses

[https://app.cdn.gov.sg/Portals/0/imapbuilder/2012%20Training%20Calendar%20\(Sep%2012\).pdf](https://app.cdn.gov.sg/Portals/0/imapbuilder/2012%20Training%20Calendar%20(Sep%2012).pdf)

This list denotes the different upgrading and training courses that various training agencies offer. The course titles, course descriptions, course period and also the name and contact information of each training agency are clearly displayed.

Early Childhood Courses

http://www.childcarelink.gov.sg/ccls/home/CCLS_HomeEarlyChildhoodCourses.jsp

This link features lists of PQAC and Ministry approved training courses. You will find information on course syllabus, required training hours and list of training agencies that provide the various courses. If you require information on first aid courses, you can find them here as well.

WDA Accredited WSQ courses

<http://app.cdn.gov.sg/WDAAccreditedWSQCourses.aspx>

This link provides a list of accredited courses under the Singapore Workforce Skills Qualifications (WSQ) system. The courses have been mapped against the identified competencies in the CPD toolkit for easy reference. You may wish to refer to the list of courses available and contact the training providers directly to obtain more information.

Research Portals

Arts Hub Aotearoa

<http://aha.canterbury.ac.nz/ejournal>

Te Puna Puoru National Centre for Research in Music Education and Sound Arts, MERC (Music Education Research Centre), publishes its peer-reviewed journal e-Journal of studies in music education (previously Sound Ideas) online. The first and second online editions are free PDF files and downloadable at http://www.merc.canterbury.ac.nz/sound_ideas.shtml.

Asia-Pacific Journal for Arts Education (APJAE)

<http://www.ied.edu.hk/cca/apjae/apjae.htm>

Published by the Hong Kong Institute of Education, the Asia-Pacific Journal for Arts Education (APJAE) is an international refereed journal which has been developed to promote and nurture arts education research in the Asia-Pacific region. The journal is open to all researchers and authors who wish to report their updated research studies and findings related to arts education (including visual arts, music, drama, dance and other art forms) in the Asia-Pacific region. The Journal may also publish abstracts of dissertations and theses successfully accepted for higher degree studies, plus reviews of recent publications. Starting from Volume 6, the APJAE is available on line. Hard copies will continue to be available by subscription.

Child Research Net

<http://www.childresearch.net/papers/>

Child Research Net (CRN) is a non-profit, internet-based child research institute. They have designed CRN's English site to bring together people concerned about children and to offer a forum for innovative interdisciplinary discussion. Their vast network of professionals, researchers and educators around the world will bring you articles, reliable data and the latest research in English, mainly on Japanese children and youth that are not otherwise available.

CRN's aim is to exchange information and knowledge on the Internet with child experts and researchers worldwide and pursue the happiness of children from the biological and social perspectives of Kodomogaku, Child Science, in its consideration of children.

Google Scholar

<http://scholar.google.com.sg/>

Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites. Google Scholar helps you find relevant work across the world of scholarly research.

Institute for Early Childhood Education and Research (IECER)

<http://earlychildhood.educ.ubc.ca/community/about-iec-0>

The Institute is an interdisciplinary unit and involves the active participation of faculty, students, and visiting scholars from a range of units across the campus and the broader community. The major purpose of the Institute is to serve as a community of discourse within the Faculty and the University around issues pertaining to professional development, research, policy, and leadership in the area of early childhood development and education. It aims to

- actively engage communities, professionals, students, and researchers in dialogue about early childhood issues
- promote quality in young children's learning, early childhood teacher education, early childhood research, and early childhood policy and leadership.
- build bridges between early childhood research and practice
- provide courses, programmes, and professional development for teachers of young children (birth to age 8)

International Journal of Education and the Arts

<http://www.ijea.org/>

The International Journal of Education & the Arts currently serves as an open access platform for scholarly dialogue. Our commitment is to the highest forms of scholarship invested in the significances of the arts in education and the education within the arts. As editors, our personal goal is to create a communal space in which to incite productive dialogue revealing the potential of the arts within education through all forms of inquiry. The journal primarily publishes peer reviewed research-based field studies including, among others, aesthetics, art theory, music education, visual arts education, drama education, dance education, education in literature, and narrative and holistic integrated studies that cross or transcend these fields.

NLB SearchPlus

http://nlbsearchplus.nlb.gov.sg/primo_library/libweb/action/search.do?vid=SEARCHPLUS

NLB SearchPlus is a search service by the National Library Board that gives users easy access to a wider collection of library resources. It has new features such as allowing users to save their searches, set up email alerts, write reviews and add their own tags to library resources.

Professional Development Research: Emerging Findings and Implications (#566) NCCIC 2009

http://occ-archive.org/poptopics/pd_research_findings.html

The Child Care Bureau and the Office of Planning, Research and Evaluation (OPRE), both within the Administration for Children and Families, U.S. Department of Health and Human Services, fund a number of research efforts that address the effectiveness, results, and implications of a variety of early and school-age care professional

development interventions, initiatives, and approaches. A number of other organisations and funders are also exploring the impacts of early childhood professional development on provider practice, programme quality, and child outcomes. This document begins with a discussion of issues and considerations related to recent findings and follows with select emerging research findings.

Taylor & Francis Group

<http://www.tandfonline.com/toc/vaep20/current>

Taylor & Francis Online's portfolio of 1,600-plus journals deliver the very latest peer-reviewed research. Many journals offer access to articles in advance of publication and you never have to miss research in your field with our extensive range of email alerts and RSS feeds.

Zero To Three

<http://www.zerotothree.org/>

ZERO TO THREE is a national nonprofit organisation that informs, trains and supports professionals, policymakers and parents in their efforts to improve the lives of infants and toddlers.

Neuroscientists have documented that our earliest days, weeks and months of life are a period of unparalleled growth when trillions of brain cell connections are made. Research and clinical experience also demonstrate that health and development are directly influenced by the quality of care and experiences a child has with his parents and other adults.

That is why at ZERO TO THREE our mission is to promote the health and development of infants and toddlers.

UNESCO-NIE Centre for Arts Research in Education (CARE)

<http://www.unesco-care.nie.edu.sg/>

The UNESCO-NIE Centre for Arts Research in Education (CARE) is a clearing-house of research on the instrumental benefits of arts in education in Singapore and the Asia-Pacific region.

It is part of a region-wide network of Observatories stemming from the UNESCO Asia-Pacific Action Plan. These Observatories are tasked to collect, analyse, repackage and disseminate research about arts education in a web-accessible manner. This body of evidence about the value of arts in education is used to support advocacy efforts for mainstreaming the arts in Asian education.

Teaching Resources

Bright Beginnings

<https://app.cdn.gov.sg/Portals/0/imapbuilder/Bright%20Beginnings%20Handbook.pdf>

This handbook showcases good employment practices for ECCE professionals in areas of work-life harmony, acknowledgement of excellent work performance, training and development, and age-friendly employment practices. These will help centre operators to attract, develop and retain quality ECCE professionals, and promote ECCE as an industry of career choice. Also included are information on Singapore's employment laws, and training programmes that employers can leverage on for their staff.

Early Years Development Framework

<http://www.cdn.gov.sg/eydf/index.html>

The Early Years Development Framework (EYDF) aims to build a strong foundation for the holistic development of young children from two months to three years of age.

The EYDF sets the standards for quality care and learning practices that are specific to the developmental needs of infants, toddlers and nursery children. It defines outcomes for learning and development, and provides broad guidelines for educators to plan and deliver culturally and developmentally appropriate experiences for these children.

The objectives of the Framework are to:

- define the principles for quality care and learning practices
- communicate standards on programmes and practices
- foster strong partnership and community collaborations
- strengthen and promote continuing professional development

Nurturing Early Learners: A Framework for a Kindergarten Curriculum

<http://www.moe.gov.sg/education/preschool/files/kindergarten-curriculum-framework.pdf>

The Kindergarten Curriculum Framework adopts a holistic approach for children to develop and learn. Both kindergartens and child care centres refer to this framework to design their own programmes and lesson plans.

Professional Development for Kindergartens Principals and Teachers

<http://www.moe.gov.sg/education/preschool/files/prospectus-2012.pdf>

This prospectus has been developed to support kindergartens in their planning for staff training and development in the year ahead. The quality of education that kindergartens provide depends greatly on the quality

of training received by kindergarten principals and teachers. Besides acquiring the necessary professional qualifications, kindergarten educators should continue to improve themselves in the areas of professional practice and personal effectiveness. This will help to equip them with the knowledge and skills to enhance children's learning.

Singapore Pre-school Accreditation Framework (SPARK)

<http://www.moe.gov.sg/education/preschool/spark/>

The Singapore Pre-school Accreditation Framework (SPARK) is a quality assurance framework introduced by the Ministry of Education to raise the quality of pre-schools in Singapore. The framework supports pre-school leaders in their efforts to enhance their teaching, learning, administration and management processes. It provides pre-schools with a blueprint for planning and carrying out both immediate and long-range improvements.

Inside Teaching

<http://insideteaching.org/>

This website is designed to support a community of learning, which includes teachers, professional developers, and other educators interested in learning and in teaching. Visit collections of multimedia records of teaching practice. Learn from others' perspectives on using records of practice for teacher learning. Contribute your own teaching and learning experiences and browse materials and resources that reflect the larger context of the work featured here. This site itself is an environment of learning, a "living archive" that relies upon the contributions of visitors in order to grow and to thrive.

Practice.ie

<http://www.practice.ie/>

Practice.ie is the website of the first professional network in Ireland for artists working with children and young people and was developed by Kids' Own Publishing Partnership in 2008. It is an online collaborative space that provides an interactive platform for artists to connect, share and make visible their work with children and young people. As a user-driven resource it allows artists to create their own content and share the learning that they feel is most relevant to the wider community.

Practice.ie also aims to validate and raise the profile of arts practice with children and young people by showcasing projects that represent best practice within the sector; featuring interviews with key practitioners; and containing essays and articles of note that bear relevance to current contemporary practice.

Professional Development Networks

Asia-Pacific Regional Network for Early Childhood (ARNEC)

<http://www.arnec.net/>

The Asia-Pacific Regional Network for Early Childhood (ARNEC) is a network established to build strong partnerships across sectors and different disciplines, organisations, agencies and institutions in the Asia-Pacific region to advance the agenda on and investment in early childhood.

Association for Early Childhood Educators, Singapore (AECES)

<http://www.aeces.org/>

The Association for Early Childhood Educators (Singapore) – AECES aims to work towards promoting quality programmes for young children and their families through constant and continuous professional development for early childhood educators. AECES as an organisation is a resource for the community because over the years, it has nurtured many early childhood professionals who now act as resource persons.

Child Development Network

<http://www.cdn.gov.sg>

The Child Development Network aims to promote quality early childhood care and development in Singapore, with a focus on professional development and research in early childhood.

This portal is a online resource for articles about child development, developmentally appropriate practices, how to choose a child care centre and much more in their publications. Those who are interested in research can look forward to the Early Childhood Research Fund, a grant to support evidence-based action research on early childhood issues in Singapore.

Stay in touch with the latest topics on early childhood education, updates on events and training workshops in our Early Childhood Digest. A free e-Newsletter will also be delivered straight to your inbox every month for all subscribers.

Education Services Union

<http://www.esu.org.sg>

The Education Services Union (ESU) was formed on 31 March 2006 to support the growth of Singapore as a Global Schoolhouse and further the interests of working people in the education services industry. All employees working in the private education industry can be an ESU member. This includes anyone working in:

- tertiary institutions
- private education institutions (peis)
- arts institutions
- international schools
- early childhood care and education (kindergartens and child care centres)

Professional Chapter for Early Childhood Educators

<http://www.ece.org.sg/>

To provide greater value-added services to union members, Education Services union (ESU) has formed a first-of-its-kind profession-based community specially created for early childhood educators in Singapore - Professional Chapter for Early Childhood Educators. This is an NTUC initiative, managed by ESU, and supported by NTUC family members to provide a holistic suite of services to early childhood educators.

The National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org/>

The National Association for the Education of Young Children (NAEYC) is the world's largest organisation working on behalf of young children with nearly 80,000 members, a national network of more than 300 state and local Affiliates, and a growing global alliance of like-minded organisations.

It is a membership association for those working with and on behalf of children from birth through age 8. NAEYC convenes thought leaders, teachers and other practitioners, researchers, and other stakeholders and sets standards of excellence for programmes and teachers in early childhood education. NAEYC members include teachers, paraeducators, center directors, trainers, college educators, families of young children, and the public at large. Membership is open to all individuals who share a desire to serve and act on behalf of the needs and rights of all young children.





Ministry of Social and Family Development

510 Thomson Road, #13 SLF Building, Singapore 298135

Tel: 62585812 Fax: 63548236

Email: MSF_child_care_link@msf.gov.sg

www.msf.gov.sg

