Introduction to the ECCE Skills Map

The ECCE Skills Map details the skills for each of the ECCE occupations, aligned to the three tracks (Educarer Track, Teacher Track and Leader Track) in the ECCE career pathways.

The components within the Skills Map and brief descriptions are as follows:

- ECCE Occupations
- Skills Categories
- Skills
- Training Programmes

ECCE OCCUPATIONS
There are 13 ECCE occupations listed on the Skills Map. A broad overview of the profile of each occupation is provided in the table on ‘Occupation Description’.

SKILLS CATEGORIES
Skills categories provide information on the broad area or function in which the skills within the Skills Map are mainly found. This information is used to provide contextual information on the background of the Skills Standards.

The ECCE Skills Map comprises 4 Skills Categories across all occupations in the career pathways:

- **Developing the Child Holistically**
  This category focuses on the holistic development of children through programme development. This would include having a sound understanding of child development theories, pedagogy, the learning environment, interactions and relationships, as well as health, safety and nutrition.

- **Collaborating with Families and the Community**
  This category focuses on establishing and sustaining strong partnerships with families and community stakeholders.

- **Building Professional Capacity**
  This category focuses on the importance of life-long learning and taking ownership of one’s professional growth and development for the purpose of strengthening children’s learning and development.

- **Building Organisational Capacity**
  This category focuses on enhancing capabilities, as well as aligning systems and structures within centres to realise centres’ goals and vision.

SKILLS
A skill is the ability to perform a designated set of work activities. Each skill is related to a specific skill category.

TRAINING PROGRAMMES
You will find the relevant training programmes and opportunities that will equip you with the knowledge, skills and dispositions for the respective occupations.

For more information on the Skills Framework for ECCE and the Skills Standards, please visit www.skillsfuture.sg/skills-framework/ecce.
Occupation Description

**ECCE Occupation**

**Pinnacle Leader**
- The Pinnacle Leader is a transformational leader who works with ECDA to uplift the quality and image of the ECCE sector. He/she is an advocate of the vision, mission and values of the ECCE sector. He/she drives professional development and networking, and supports effective and efficient implementation of strategies, policies and programmes within the sector.
- He/she is a proponent of continuous learning and reflective practice, and role models how to establish a culture of continuous learning and research in teaching and learning. The Pinnacle Leader also serves as advisor and mentor to educators and leaders in fostering a culture of collaboration and professionalism among educators.

**Senior Centre Leader**
- The Senior Centre Leader has a span of influence over a cluster of centres/Center Leaders. He/she plays an active role as a mentor to Centre Leaders, guiding them in the development of strategic plans and structures to fostering children’s holistic learning, and collaboration. Steeped in pedagogical knowledge and leadership, the Senior Centre Leader advances professionalism and organisation excellence through mentoring Centre Leaders on centre leadership and management. He/she drives the conceptualisation of cluster wide networking plans to establish and sustain collaborative partnerships with stakeholders.

**Senior Lead Teacher**
- The Senior Lead Teacher has a span of influence over professional matters within a cluster. Steeped in knowledge on the latest developments in pedagogy, the Senior Lead Teacher provides leadership in the review, design and implementation of holistic curriculum and development of teaching and learning practices within the cluster. He/she fosters a strong culture of collaboration among educators and promotes professionalism.

**Centre Leader**
- The Centre Leader is attuned and responsive to the needs of young children. He/she successfully creates a secure environment for young children through nurturing respectful, responsive and reciprocal relationships with them. He/she also creates a quality learning environment through assisting in implementing a developmentally and culturally appropriate curriculum. The Infant/Toddler Educarer or Beginning Educarer is intentional in establishing partnerships with families and the community, and supports the Centre Leader in fostering a culture of continuous learning, collaboration and collegiality within the centre.

**Lead Teacher**
- The Lead Teacher provides leadership for the development of teaching and learning practices at the centre. Steeped in knowledge on the latest developments in pedagogy, the Lead Teacher mentors Senior Pre-school Teachers and provides leadership in designing and implementing a holistic curriculum. Working with the Centre Leader, he/she fosters a culture of continuous learning and professionalism, and develops and leads teachers in partnerships and sustained collaboration with stakeholders.

**Senior Pre-school Teacher**
- The Senior Pre-school Teacher mentors teachers to enhance their teaching practice including the nurturing of trusting and respectful relationships with children. He/she utilises in-depth subject knowledge and pedagogical expertise to design and implement a developmentally and culturally appropriate curriculum, while effectively integrating innovative teaching and learning practices. As an experienced early childhood educator, the Senior Pre-school Teacher guides teachers in enhancing their practice. The Pre-school Teacher engages in continuous learning and reflective practice. He/she also contributes to the centre’s culture of collaboration and collegiality.

**Beginning Pre-school Teacher**
- The Beginning Pre-school Teacher creates a secure and quality learning environment for children through fostering meaningful relationships with them. He/she supports the holistic development of children through implementing a developmentally and culturally appropriate curriculum. The Beginning Pre-school Teacher is proactive and intentional in strengthening partnerships with families and the community, and actively engages in centre initiatives to support its collaborative efforts with the community. He/she develops structures for engaging children with colleagues and contributes to a culture of collaboration and collegiality. As a beginning educator, the Beginning Pre-school Teacher engages in continuous learning and reflective practice.

**Senior Educarer**
- The Senior Educarer plays an active role as a mentor to educators. He/she provides leadership in the design and implementation of holistic, developmentally and culturally appropriate curriculum. The Senior Educarer develops and models respectful, responsive and reciprocal relationships with them. The Senior Educarer leads in the design and implementation of a developmentally and culturally appropriate curriculum. He/she develops structures for sustaining and engaging with colleagues, and contributes to a culture of collaboration and collegiality. The Senior Educarer provides leadership in designing and implementing collaborative partnerships with colleagues and stakeholders. The Senior Educarer engages in continuous learning and reflective practice, and contributes to the centre's culture of continuous learning, collaboration and collegiality, in line with its vision, mission and goals.

**Educator 2**
- The Educator 2 guides educators in responding to the needs of young children. He/she ensures a secure and quality learning environment for children, and models respectful, responsive and reciprocal relationships with them. He/she is proactive in ensuring that educators develop children through meaningful and reciprocal relationships with them. He/she also creates a quality learning environment through designing and implementing developmentally and culturally appropriate curriculum. The Educator 2 contributes to the centre’s culture of collaboration and collegiality. He/she actively engages in centre initiatives and supports its collaborative efforts with the community.

**Educator 1**
- The Educator 1 is attuned and responsive to the needs of young children. He/she successfully creates a secure and inspiring environment for children through meaningful and reciprocal relationships with them. He/she also creates a quality learning environment through assisting in implementing a developmentally and culturally appropriate curriculum. The Educator 1 contributes to the centre’s culture of collaboration and collegiality. He/she actively engages in centre initiatives and supports its collaborative efforts with the community.

**Infant/Toddler Educator or Beginning Educator**
- The Infant/Toddler Educator or Beginning Educator is responsive to the needs of young children. He/she creates secure, inspiring environments for children, and promotes respectful and reciprocal relationships with them. He/she also creates a quality learning environment through assisting in implementing a developmentally and culturally appropriate curriculum. The Infant/Toddler Educator or Beginning Educator is proactive and intentional in building trusting and respectful partnerships with parents and families. He/she actively engages in centre initiatives and supports its collaborative efforts with the community.