

**SKILLS FRAMEWORK FOR SOCIAL SERVICE
TECHNICAL SKILLS & COMPETENCIES (TSC) REFERENCE DOCUMENT**

TSC Category	Early Intervention Care and Education					
TSC	Care-giving					
TSC Description	Provide quality caregiving to create a nurturing, caring and safe environment that supports children's learning and development					
TSC Proficiency Description	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	SSC-CAR-1009-1.1	SSC-CAR-2009-1.1	SSC-CAR-3009-1.1	SSC-CAR-4009-1.1	SSC-CAR-5009-1.1	
	Support in applying appropriate care-giving approaches to children	Apply appropriate care-giving approaches to children	Adapt care-giving approaches to the specific needs of children	Monitor and review care-giving approaches and practices for improvements	Lead the development and improvements for care-giving approaches and practices to enhance development of caring, respectful and trusting relationships with children	
Knowledge	<ul style="list-style-type: none"> Factors that support the development of healthy attachment relationships Elements of predictability and routines as learning experiences for children Personalities, temperaments, strengths and interests of children Guiding principles for responding to children's needs, cues and signals 	<ul style="list-style-type: none"> Methods to provide warm and nurturing engagement and interaction Guiding principles for care-giving activities and daily routines Impact of trusting and respectful relationships on children's development Strategies to provide predictability for children Attachment patterns of children within the group setting Methods to manage separation anxiety 	<ul style="list-style-type: none"> Features and strategies to foster trusting, respectful relationships and positive interactions with children Methods to modify and adapt guidance strategies Strategies to guide Early Intervention Teachers in providing care-giving in their daily practice Diverse needs of the children 	<ul style="list-style-type: none"> Evidence-based research for facilitating psychological safety and secure attachments Indicators of secure attachment in children Structures and factors that facilitate interactions and the building of caring, respectful and trusting relationships with children 	<ul style="list-style-type: none"> Current research, key issues, trends and best practices for interactions and relationships with children Methods to evaluate care-giving approaches Mentoring methodologies 	
Abilities	<ul style="list-style-type: none"> Respond promptly, appropriately and consistently to children's needs, cues and signals under guidance and instruction of early intervention teachers Demonstrate warm, positive, nurturing, and respectful interactions with children Create daily opportunities for 	<ul style="list-style-type: none"> Respond promptly, appropriately and consistently to children's needs, cues and signals Use activities as opportunities to enhance engagement and participation in children Maintain regular and predictable daily routines and programmes that are flexible to accommodate the 	<ul style="list-style-type: none"> Modify daily care-giving activities to develop or enhance secure attachment relationships with children Modify daily routines and activities to accommodate the interests and needs of the children Guide early intervention teachers and other professionals to provide 	<ul style="list-style-type: none"> Review care-giving approaches for improvements based on research and best practices Monitor daily routines and activities to ensure needs of children are met Monitor the environment for practices that nurture respectful, responsive and reciprocal 	<ul style="list-style-type: none"> Develop new care-giving approaches Align care-giving approaches across the centres to ensure effective and quality care Establish structures for continuous review and enhancement of care-giving approaches Mentor early intervention teachers in their efforts to improve and enhance 	

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	<p>interactions and development of secure attachments with each child</p> <ul style="list-style-type: none"> Recognise the unique personality, individual needs and temperament of each child 	<p>moods and interests of each child</p> <ul style="list-style-type: none"> Maintain collaboration with families, caregivers, early intervention teachers and other social service and/or healthcare professionals Individualise the daily routines and activities according to a child's functional needs 	<p>quality engagement and participation</p>	<p>interactions and relationships</p> <ul style="list-style-type: none"> Model and adapt respectful, responsive and reciprocal interactions 	<p>consistent engagement and participation</p>	
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