PROFESSIONAL DEVELOPMENT OF ECEC PRACTITIONERS IN SINGAPORE

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Advisor/Preschool Education (MOE & ECDA), Adjunct A/P (SUSS), Adjunct Senior Fellow (NIE)
Itinerary

1. Background on the EC Landscape
2. Supporting infrastructure for PD
   • individuals
   • centres
   • training agencies
   • Anchor & Partner Operators
3. Leadership Development
1. Background on the EC Landscape

ECDA was set up in 2013 as regulatory and development authority for early childhood (EC) sector

“The government will invest substantial resources in preschool education and play a more active role. First of all, we will establish a new statutory board to oversee preschool education …”

- PM Lee, National Day Rally 2012

Oversight from MOE and MSF

More integrated and coherent approach, as well as reap synergies, in developing EC sector

Stakeholders

1,800 centres (1,300 child care and 500 kindergartens)
165,000 children (and their parents)
16,000 educators
1. Background on the EC Landscape

**KINDERGARTENS**
- Mainly children 3yrs to below 7yrs
- 2-4 hrs of education per session
- 5 days a week, excluding school holidays

**CHILD CARE CENTRES**
- Children 2mths to below 7yrs
- Mainly full-day programmes for working parents
- 5.5 days a week, open year-round

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**KINDERGARTENS**
- PTE: 17%
- AOP: 43%
- VWO: 37%
- MK: 2%

Total Enrolment: 60,000

**CHILD CARE CENTRES**
- PTE: 47%
- AOP: 46%
- VWO: 7%

Total Enrolment: 108,000

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- Anchor Operators (AOPs) and Partner Operators (POPs) who are funded to provide good quality and affordable services; close to half of sector (~45%) are Govt-funded operators
- Voluntary Welfare Organisations (VWOs) with a social mission
- Private Commercial Operators (PTE) who cater to middle to higher income families
- MOE Kindergartens (MKs) which started operations in Jan 2014

Data as at Dec 2016
1. Background on the EC Landscape: Challenges

1. Diverse range of operators
   • Uneven quality

2. Rising demand for full day-quality services
   • Growing recognition of importance of early years
   • Policy to expand full-day services to support changing needs of families

3. Strong manpower demand, but some challenges in attracting and retaining staff
   • Career development, working environment, retention in the sector

Growth in child care enrolment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>73,900</td>
</tr>
<tr>
<td>2012</td>
<td>79,679</td>
</tr>
<tr>
<td>2013</td>
<td>86,124</td>
</tr>
<tr>
<td>2014</td>
<td>92,932</td>
</tr>
<tr>
<td>2015</td>
<td>99,175</td>
</tr>
<tr>
<td>2016</td>
<td>101,000</td>
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</table>
1. Background on the EC Landscape: Regulation

- Previously:
  - Child care centres were licensed under the Child Care Centres Act
  - Kindergartens were registered under the Education Act

- Current licensing & registration regime ensures centres meet baseline requirements for quality of care and education

- New Early Childhood Development Centres Act introduced this year provides a harmonised legislative framework
2. Supporting Infrastructures for PD

Skills Framework, CPD Framework, Code of Ethics, Teacher Registration (for individuals)

Providing Resources, Partnering Anchor Operators

SPARK Accreditation Framework (for centres)

Early Childhood Training Accreditation ECTAC Standards (for training agencies) & the National Institute of Early Childhood Development (NIEC)
2. Skills Framework (for individuals)

- The skills framework provides details of skills for each job scope on the career ladder.
- There are 4 categories of skills for each job scope:
  - Developing the child holistically
  - Collaborating with families and the community
  - Building professional capacity
  - Building organisational capacity
2. CPD Framework (for individuals)

Aims
• Provide guidance to centres on components for CPD and structures and systems to be put in place, e.g. need for learning needs analysis, min no. of hrs (20 hrs)
• Raise the quality and professional experience of EC educators.
• Foster a culture of continuing professional development

CPD Components
• CPD Courses and Milestone Courses
• Different modes of CPD
  ✓ Conferences; Courses and Workshops
  ✓ Professional readings & sharing
  ✓ Structured on-the-job training e.g. induction, mentoring
  ✓ Study trips & learning journeys
  ✓ E-learning
2. Code of Ethics (for individuals)

- Developed by the professional association - Association of Early Childhood Educators (AECES)
- Provides guidance to teachers on the values & principles that guide them in their daily practice and behavior

Core Values:
- Being responsible
- Being caring and demonstrating sound knowledge
- Respecting the family
- Working with integrity
- Facing challenges with resiliency
- Building positive relationships and promoting harmony

Principles detailing responsibilities towards & relationships with
- the children, their families, the community, the profession and their employers
2. Teacher Registration (for individuals)

As part of licensing requirements, all staff are required to be registered with ECDA (backed by the ECDC Act)

Registration of Teachers is based on the following:

1. Early childhood qualification
   ✓ To ensure that teachers have the necessary skills and knowledge to teach young children

2. Academic qualification
   ✓ To ensure that teachers have the cognitive skills to perform their job effectively

3. Language qualification
   ✓ Proficient in language for communication and teaching

Teachers are certified at different levels based on their qualifications
2. SPARK Quality Assurance (for centres)

Singapore Pre-school Accreditation Framework (SPARK)

• Encourage self-monitoring, review and evaluation
• Voluntary (as at end 2017 about 1 in 2 are certified)
• Standards in the area of professional development
  • Staff induction
  • Mentorship
  • Staff deployment
  • Lesson Observation
  • Professional Learning and collaboration
2. PQAC Standards (for training agencies)

- Early Childhood Training Accreditation Standards (for training agencies) - previously known as the Pre-school Qualifications Accreditation (PQAC) Framework

- Sets standards on
  - Admission requirements & practices
  - Administration of courses
  - Course content
  - Assessment
  - Quality of faculty
  - Facilities and resources

for pre-service training of teachers
2. PQAC Standards (for training agencies): accreditation of courses

Two main categories of training providers

The Government-run PSEIs

- Programmes are guided by ECDA’s accreditation standards and MOE’s quality assurance framework;
- Heavily subsidised by government*;
- Consolidated at the National Institute of Early Childhood Development (NIEC) from 2019.

Private Training Agencies (PTAs)

- Audited and accredited by ECDA once every two years;
- Funding tied to accreditation
2. PQAC Standards (for training agencies): Entry requirements of practitioners

Teachers work with children aged 4 to 6 years
Educarers work with children aged 2 months to 4 years

- **EY1** Infant Educarer
- **EY2** Infant and Toddler Educarer
- **L1** Teacher
- **L2** Teacher
- Assistant/Relief

### Diplomas
- **Diploma in Early Childhood Care & Education - Teaching (DECCE-T)**
- Higher NITEC in Early Childhood Education
- Advanced Certificate in Early Childhood Care & Education (ACECCE)

### Certificates
- **Higher Certificate in Infant Care (HCIC)**
- **Advanced Certificate in Early Years (ACEY)**
  - 3 GCE ‘O’ credits
  - Sec 2

### Other EC courses
- **Fundamentals Certificate; Relief staff programme; Allied Infant Educarer Training**
- Diploma-level courses
- Certificate-level courses
- Other EC courses

### Entry requirements
- **Age of children**
- **5 GCE ‘O’ credits**
  - Sec 4
- **Sec 2/ No min. acad pre-requisites**
- **Entry requirements**
2. Centrally organising CPD

- ECDA plans & organises training for 80% of sector annually.
- Courses aligned with Skills Framework (SF) and based on staff needs.
- All courses (pre-service and CPD) are heavily subsidised through Skills Future/ECDA funding.
- ECDA Fellows Programme and Professional Development Programmes for
  - Leaders (PDP-L),
  - Teachers (PDP-T),
  - Educarers (PDP-Educarers)
Are tied to incentives (details in next slide).
- Giving attention to translation of knowledge
2. Structured 3-year programmes: PDP (L, T, E)

- **Professional Development Programme (PDP)**
  - Structured 3-year programme (total 180 hrs) for in-service educators
  - Gain competencies and skills for larger job roles
  - Non-compulsory, operator nominated
  - Comes with cash awards
- **Three components common to all PDP**
  - Taught courses
  - Working with peers
  - Inquiry/action research
2. Partnering Anchor & Partner Operators

• AOPs and POPs are provided with funding for educators’ CPD

• Targets for CPD are negotiated e.g. number of hrs of CPD - 20 hrs per year.

• Penalty for not meeting targets.
All centre leaders (principals/directors) must complete a Diploma in EC Leadership (either DECCE-L or ADECL) before appointment.
3. Advanced Diploma in EC Leadership (ADECL)

- All centre leaders must complete before appointment
- By operator nomination only
- Post-Diploma level training - 850 hours
- 3 Modules:

<table>
<thead>
<tr>
<th>Fundamentals of EC Leadership</th>
<th>Curriculum Leadership</th>
<th>Management in EC Settings</th>
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<tbody>
<tr>
<td>Collaborative leadership</td>
<td>Designing programmes</td>
<td>Management of ECCE Settings</td>
</tr>
<tr>
<td>Leadership in ECEC Settings</td>
<td>Supporting diversity</td>
<td>Human resource management</td>
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<tr>
<td>Instructional Leadership</td>
<td>Differentiating the curriculum</td>
<td>PD of EC educators</td>
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<td></td>
<td>Supervised leadership</td>
<td>Supervised leadership</td>
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<td></td>
<td>practicum 1</td>
<td>Practicum 2</td>
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3 Leadership Series

Aim:
For leaders to
• Revisit understanding of leadership, values, mission and vision
• Reflect on leadership practices and renew commitment to be better leaders
• Learn practical tips that can be put into practice immediately
• Understand the important association between teachers’ learning and children’s learning
• Support a learning culture within their centres
• Build a sense of fraternity with other leaders

Modules

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<tr>
<th>Decision Making</th>
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<tbody>
<tr>
<td>Planning</td>
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<tr>
<td>Culture</td>
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<tr>
<td>Reflective Practice</td>
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<tr>
<td>Lesson Study</td>
</tr>
<tr>
<td>Overview</td>
</tr>
<tr>
<td>Curriculum Leadership</td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>Lesson Observation</td>
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3 The ECDA Fellows Program

Who are they?

• The ECDA Fellows are a select group of exemplary EC professionals with high levels of leadership & professional expertise.

What is the purpose?

• Recognise pinnacle leaders in the EC profession & expand opportunities for their career development.

• ECDA Fellows support ECDA in driving for quality improvements of the sector, develop sector-wide resources, inspire and contribute to the professional growth of the current and next generation of leaders.
THANK YOU

ECDA Website: