

# EARLY INTERVENTION

## CONTINUING PROFESSIONAL DEVELOPMENT ROADMAP



# FOREWORD

With growing recognition of the importance of early years development and desire for inclusiveness in our preschools, there is increasing demand for quality early intervention services and rising expectations from parents. To ensure we continue to give a good start to every child, Early Intervention (EI) Educators and Learning Support Educators (LSEs) are encouraged to adopt a lifelong learning mindset to keep your skills and competencies updated and relevant.

The EI Continuing Professional Development (CPD) Roadmap has been specially developed to help EI Educators and LSEs in acquiring the necessary knowledge and skills at various stages of your professional journey. This roadmap takes reference from the Early Childhood Skills Framework by prioritising the Technical Skills and Competencies (TSCs) in each job role and mapping training courses available to develop these prioritised TSCs. I encourage everyone to leverage the EI CPD Roadmap to chart your professional development, be it through courses or other forms of professional development such as on-the-job training, peer sharing, coaching and mentoring.

It is my hope that as educators, you would enjoy learning as much as your children do. I leave you with a quote by John Cotton Dana for inspiration, 'Who dares to teach must not cease to learn.' Thank you for all your efforts in supporting children with learning and developmental needs and I wish you all the best as you grow in your profession!



**Mr Tan Chee Wee**  
Chief Executive Officer  
Early Childhood Development Agency



# CONTENT PAGE

<b>Introduction</b> .....	<b>04</b>
---------------------------	-----------

<b>How to Use the Roadmap</b> .....	<b>05</b>
-------------------------------------	-----------

## **Overview of Skills Framework for Early Childhood**

✦ Career Pathways .....	06
✦ Desired Attributes of Educators .....	07
✦ Definition of Technical Skills and Competencies (TSCs) .....	08
✦ Foundational TSCs .....	10
✦ Progression of TSCs for Early Intervention Track .....	11
✦ Progression of TSCs for Learning Support Track .....	14

## **Early Intervention Track**

✦ Beginning Early Intervention Educator (BEIE)	
a) Job Role .....	16
b) Course Listing .....	17
✦ Early Intervention Educator (EIE)	
a) Job Role .....	18
b) Course Listing .....	19
✦ Senior Early Intervention Educator (SEIE)	
a) Job Role .....	21
b) Course Listing .....	22

✦ Lead / Senior Lead Early Intervention Educator (LEIE / SLEIE)	
a) Job Role (LEIE) .....	24
b) Job Role (SLEIE) .....	25
c) Course Listing .....	26

## **Learning Support Track**

✦ Learning Support Educator (LSEd)	
a) Job Role .....	27
b) Course Listing .....	28
✦ Senior Learning Support Educator (SLSEd)	
a) Job Role .....	31
b) Course Listing .....	32
✦ Lead / Senior Lead Learning Support Educator (LLSEd / SLSSEd)	
a) Job Role (LLSEd) .....	34
b) Job Role (SLSSEd) .....	35
c) Course Listing .....	36

## **Annex**

✦ Listing of Courses .....	37
✦ Individual Professional Development Roadmap .....	42

<b>Acknowledgements</b> .....	<b>44</b>
-------------------------------	-----------

# INTRODUCTION

## Purpose of Early Intervention Continuing Professional Development Roadmap

The Early Intervention (EI) Continuing Professional Development (CPD) Roadmap is a guide for EI Educators and Learning Support Educators to chart out your personal professional development plan.

Based on the job roles identified in the Skills Framework for Early Childhood, the EI CPD Roadmap clarifies the technical skills and competencies for each job role at different stages, as well as suggests the various professional development opportunities that you could undertake.

The 'paper plane' graphic in this roadmap signifies the aspiration for all EI professionals to scale greater heights in your professional growth through the deepening of your expertise. With this roadmap, we hope that you will have greater clarity over your own development and take flight in your professional journey!

## Objectives of EI CPD Roadmap

Through this guide, you will be able to:

- Have a clear understanding of the different job roles you can expect to undertake in your professional development journey.
- Identify the Technical Skills and Competencies (TSCs) required at different stages for your job role.
- Plan for training and development to enhance your skills and competencies.

Please note that the current version of the EI CPD Roadmap only covers up to Senior Lead roles. The other roles will be covered in future editions.



# HOW TO USE THE ROADMAP

STEP

1

## Understand the scope of your current job role

Be familiar with the job description and requirements for your current job role, and have conversations with your mentor or centre supervisor.

For some of you who are preparing for the next job, you may also want to refer to the job description and requirements of the next role.

You may refer to the Skills Framework for Early Childhood on page 6 for an overview of the various job roles.

STEP

2

## Familiarise yourself with the TSCs required of your current/future role

The EI CPD roadmap helps you to prioritise the TSCs that you could work on in your current/future job role. In this guide:

- Foundational TSCs represent the skills that are relevant in all job roles
- Stage 1 TSCs represent the prioritised TSCs that you may want to focus on in the first few years on taking on a new job role.
- Stage 2 TSCs represent additional TSCs that are likewise important for your job role, but could be worked on once you have a firm grounding on Stage 1 TSCs.

STEP

3

## Identify relevant training courses

You can use the EI CPD Roadmap to identify courses<sup>1</sup> that can be useful in deepening your proficiency in a particular TSC. In this roadmap:

- Foundational courses are training courses to build foundational TSCs
- 'Core courses' represent training courses that focus on Stage 1 TSCs of a job role
- 'Relevant courses' represent training courses that focus on Stage 2 TSCs of the same job role.

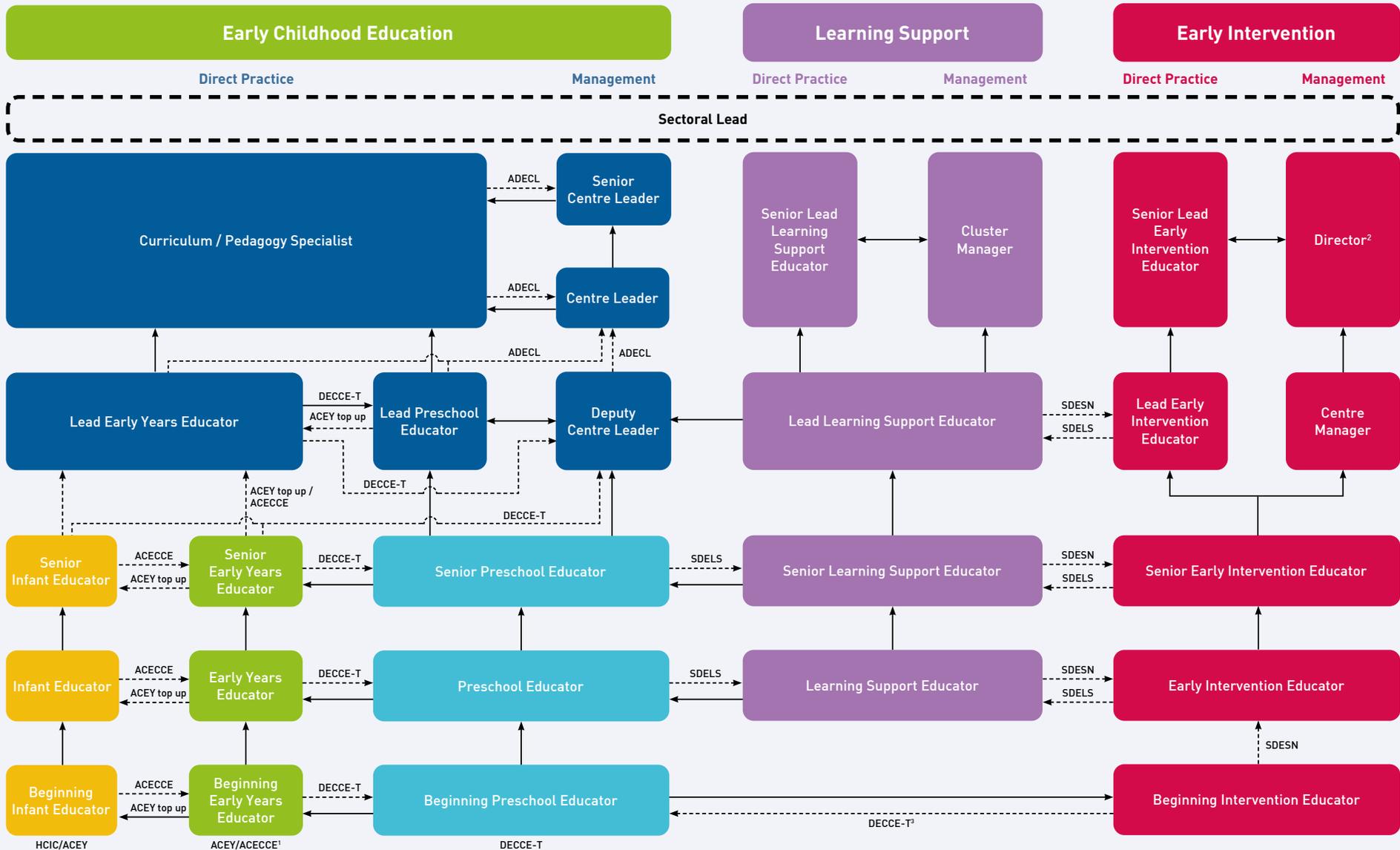
Please note that attending training courses is only one way of developing yourself professionally. You should discuss with your supervisor on other forms of professional development such as on-the-job training, coaching, peer sharing, etc. particularly for TSCs not mapped to any courses in the current roadmap.

To make the most of this resource, we recommend you to:

- Reflect on your areas of strength and development
- Discuss with your supervisor about the skills/competencies to focus on in the year ahead
- Use the CPD Roadmap to complement the in-house professional development provided by your organisation.

<sup>1</sup> The list of courses in this roadmap is non-exhaustive.

# SKILLS FRAMEWORK FOR EARLY CHILDHOOD



**LEGEND:**  
 → Attainment of competencies  
 - - - -> Attainment of professional qualifications

<sup>1</sup> ACEY is for 0 years old to 3 years old, and ACECCE is for 18 months old to 4 years old.

<sup>2</sup> This role can typically be found in Social Service Agencies (SSAs) that run EI centres.

<sup>3</sup> Generally, DECCE-T is a pre-requisite for EI roles to move laterally into the equivalent EC roles, e.g. EI Educator to Preschool Educator. This does not apply to the Senior Lead EI Educator and Director roles.

# DESIRED ATTRIBUTES OF EDUCATORS

*“I alone cannot change the world, but I can cast a stone across the waters to create many ripples.”*

— Mother Teresa

EC and EI Educators lay the foundation of the child’s development and set him/her on the path of lifelong learning. Their work with the child does not just have a rippling effect in the child’s growing up years, but also on the child’s family and the community. What educators do today creates ripples for tomorrow.



**R**esilience  
**I**n a Team (collaborative)  
**P**assion for Children  
**P**rofessionalism  
**L**ove for Learning  
**E**mpathy

An EC Educator, Learning Support Educator or EI Educator should be or have the following attributes,



## Resilience

An educator manages a variety of tasks and challenges, as well as new circumstances from time to time. He/she communicates with different parties to achieve the best possible outcome for every child. The demands of working with children of diverse needs and backgrounds as well as multiple stakeholders require an educator to be adaptable, flexible, and to possess mental and emotional strength.



## In a Team (collaborative)

An educator actively contributes to the building of the preschool fraternity through collaboration with peers, and possesses good interpersonal skills to work well with various stakeholders.



## Passion for Children

An educator must have a passion for teaching young children and believe that every child can learn. This enthusiasm and dedication builds upon the love of children, and desire to make a difference in each child’s growth, development and well-being.



## Professionalism

An educator is a competent professional who strives for excellence in his/her day-to-day work and displays strong integrity and accountability towards his/her duties. He/she is also grounded in sound pedagogical knowledge to engage children in purposeful learning, and promote their development and well-being.



## Love for Learning

An educator pursues lifelong learning and engages in reflective practice. He/she also embodies curiosity and a sense of wonder, and actively improves his/her pedagogical practice through creativity and innovation.



## Empathy

An educator embraces diversity, shows empathy and respect towards children and their families, various stakeholders, and the community. Through building positive relationships, he/she brings about positive outcomes in the holistic development of each child.

# DEFINITION OF TECHNICAL SKILLS AND COMPETENCIES (TSCs)

The following table explains the definition of each TSC.

## Child Safety & Well-Being

	1	2	3	4	5	6
<b>Child Safety and Protection</b> Implement safety standards and procedures, and appropriate courses of action to ensure the safety and protection of children	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Health, Hygiene and Nutrition for Children</b> Establish health, hygiene and nutrition standards and procedures that support children's development	<input type="radio"/>	<input checked="" type="radio"/>				
<b>Interaction and Relationship</b> Develop trusting and respectful relationships with children	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Proficiency Levels

## Child Learning & Development

<b>Child Observation</b> Perform observation and documentation of children's learning and development to gain an in-depth understanding of each child	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Classroom Management and Guidance of Children's Behaviour</b> Manage and guide children's behaviour to facilitate the delivery of learning activities and meaningful participation	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Diversity and Inclusion</b> Implement diversity and inclusion practices and strategies to raise awareness and ensure meaningful participation for all children	<input checked="" type="radio"/>					
<b>Learning Environment Design</b> Design learning environment to meet children's specific developmental and learning needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

## Professional Practice & Development

<b>Coaching and Mentoring for Educators</b> Develop and foster a culture of Coaching and Mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Collaborative Practices with Stakeholders across Disciplines</b> Understand services, contributions and perspectives across disciplines and sectors, and implement collaborative practices to provide care-giving and education for all children	<input type="radio"/>	<input checked="" type="radio"/>				

## Early Intervention and Learning Support Development

	1	2	3	4	5	6
<b>Child Functional Needs Assessment</b> Assess the child's functional needs for appropriate intervention	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Child Screening and Assessment</b> Manage Early Childhood screening and assessment to gather information, and work with specialist professionals to meet child needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Early Intervention Curriculum Design</b> Design and implement curriculum to cater the developmental needs of children	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Early Intervention Principles and Practices</b> Understand and apply different approaches and models of early intervention childhood care and education, as well as the social dynamics of learning in an early intervention context	<input type="radio"/>	<input checked="" type="radio"/>				
<b>Individualised Intervention Planning and Implementation</b> Develop and implement intervention plans that integrate the goals, needs, interests and capabilities of children with the desired functional outcomes	<input type="radio"/>	<input checked="" type="radio"/>				
<b>Learning Support Session Planning and Implementation</b> Plan and implement Learning Support sessions to meet specific developmental and learning needs of children	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>Social Service (Early Intervention) Programme Development and Implementation</b> Develop, implement and monitor programmes for children with developmental needs, their families or related stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Proficiency Levels

**Family and  
Community Partnership**

1 2 3 4 5 6

Proficiency Levels

**Ethical Conduct and Professional Integrity**

Understand the professional conduct, ethics and values and comply with the relevant legislation to uphold the integrity and reputation of the profession



**Practitioner Inquiry**

Undertake systematic and data-driven investigations with other professionals to reflect, evaluate and innovate to improve their professional practice



**Professional Advice and Engagement**

Provide professional advice in response to requests from caregivers, families, other professionals, external organisations, general public and the government



**Reflective Practice for Educators**

Engage in regular reflection to continuously improve professional practice



**Resilience and Self-Care**

Understand the actions and activities that will enhance overall health and well-being to enable continued practice as a professional in the sector



**Community Partnership**

Establish and foster partnerships with community stakeholders through a culture of collaboration to develop mutually beneficial programmes for the children and families



**Family and Caregiver Engagement**

Recognise the central role of the family in every child's life and develop strategies for family engagement, nurturing trust and rapport and building capabilities in them to enhance child's developmental outcome



**Situation Management with Families and Community**

Manage challenging situations of families and community to build consensus among stakeholders and achieve resolutions effectively



**Operations and  
Management**

1 2 3 4 5 6

Proficiency Levels

**Centre Innovation and Change Adoption**

Manage Centre innovation activities and adoption of change to drive organisational success and outcomes



**Data and Information Management**

Gather and use data and information for planning, monitoring and review



**Financial Administration**

Manage organisation's short and long-term financial needs through reviewing the organisation's financial risk position and refining the financial plan of the organisation



**Operations Management**

Managing organisation's operational effectiveness and efficiency in accordance with regulatory frameworks and requirements



**Visioning and Strategic Planning**

Foster shared vision and mission among educators and guide them to ensure alignment of their daily work to the centre's long-term objectives



**Staff Development and  
Engagement**

**Staff Communication and Engagement**

Drive employee communication and engagement to achieve centre's goals



**Staff Continuous Learning**

Manage staff's continuous learning activities to maximise staff's potential and capabilities to contribute to the centre and cluster



**Team Management**

Manage the performance and development of staff as well as developing systems and processes to ensure key performance indicators are met through sufficient manpower resources



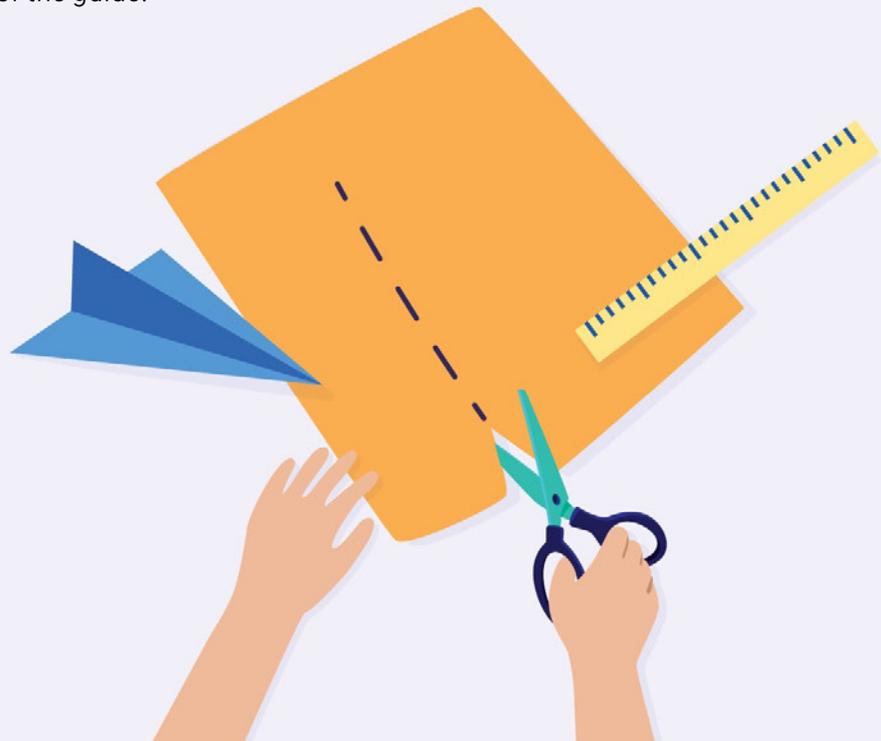
Please refer to this link for the Skills Framework for Early Childhood: <https://www.skillsfuture.gov.sg/skills-framework/earlychildhood>

# FOUNDATIONAL TSCs

As you embark on your journey as an Early Intervention Professional, there are Technical Skills and Competencies (TSCs) which you will need to equip yourself with. Some of these are specific to the job role, while others are foundational and relevant for all roles within the EI sector. For example, mentoring skills is a TSC for a Senior EI Educator but may not be relevant to a Beginning EI Educator yet; while foundational TSCs like ethics are relevant for all roles, regardless of your stage of development.

As an EI Professional, your foundational TSCs are **(1) Ethical Conduct and Professional Integrity**, and **(2) Resilience and Self-Care**. These two TSCs are the cornerstones that you should always keep in sight as you progress in your Professional Development Journey.

Once you have set down these cornerstones for your Professional Development journey, it is time to pick up the building blocks for your role. The next section will take you through the TSCs needed for the different job roles while highlighting the ones that you should consider prioritising during the first few years on the job. A list of the courses tagged to the relevant TSCs can also be found in the rest of the guide.



## COURSES FOR ALL ROLES:

### Ethical Conduct and Professional Integrity

Understand the professional conduct, ethics and values and comply with them and relevant legislations to uphold the integrity and reputation of the profession.

### Resilience and Self-Care

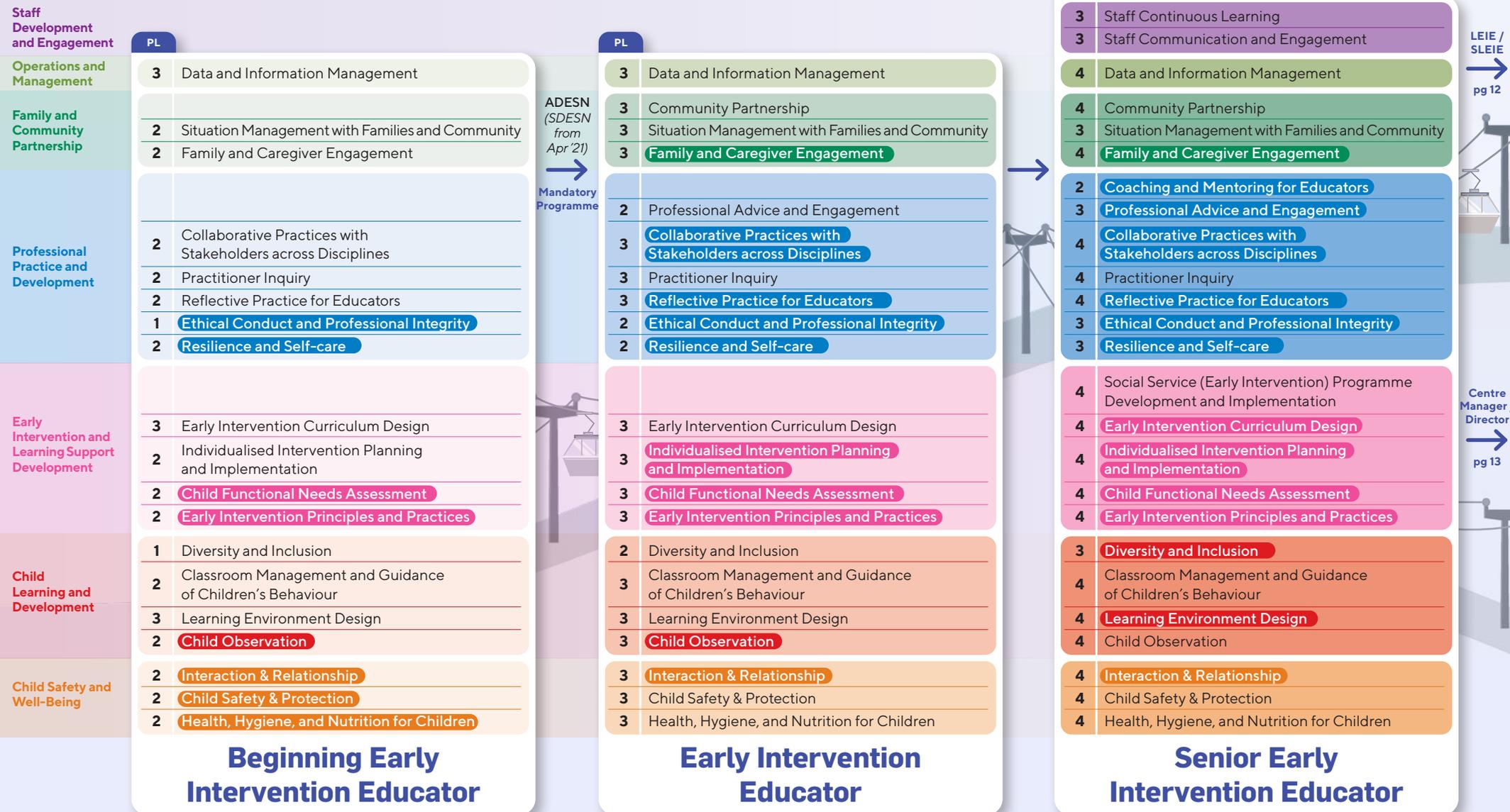
Understand the actions and activities that will enhance overall health and well-being to enable continued practice as a professional in the sector.

#### COURSES FOR THIS TSC:

- ✓ **Strengthen Your Resilience: Managing Stress**  
*National Institute of Early Childhood (NIEC)*
- ✓ **Resilience and Self-care for Social Service Professionals**  
*SSI*

# PROGRESSION OF TSCs FOR EARLY INTERVENTION TRACK

The Stage 1 TSCs in each role are highlighted. The expected proficiency levels (PLs) of selected TSCs will increase as you take on higher roles.



**PL**

**Staff Development and Engagement**

- 4 **Staff Continuous Learning**
- 4 Staff Communication and Engagement

**Operations and Management**

- 4 Visioning and Strategic Planning
- 5 Data and Information Management

**Family and Community Partnership**

- 5 **Community Partnership**
- 4 **Situation Management with Families and Community**
- 5 Family and Caregiver Engagement

**Professional Practice and Development**

- 3 **Coaching and Mentoring for Educators**
- 4 **Professional Advice and Engagement**
- 5 **Collaborative Practices with Stakeholders across Disciplines**
- 5 **Practitioner Inquiry**
- 5 **Reflective Practice for Educators**
- 4 **Ethical Conduct and Professional Integrity**
- 4 **Resilience and Self-care**

**Early Intervention and Learning Support Development**

- 4 **Social Service (Early Intervention) Programme Development and Implementation**
- 5 Early Intervention Curriculum Design
- 5 Individualised Intervention Planning and Implementation
- 5 Child Functional Needs Assessment
- 5 Early Intervention Principles and Practices

**Child Learning and Development**

- 4 **Diversity and Inclusion**
- 5 Classroom Management and Guidance of Children's Behaviour
- 5 Learning Environment Design
- 4 Child Observation

**Child Safety and Well-Being**

- 5 Interaction & Relationship
- 4 Child Safety & Protection
- 5 Health, Hygiene, and Nutrition for Children

**Lead Early Intervention Educator**

**PL**

**Staff Continuous Learning**

- 5 **Staff Continuous Learning**
- 4 Staff Communication and Engagement

**Visioning and Strategic Planning**

- 5 Visioning and Strategic Planning
- 6 Data and Information Management

**Community Partnership**

- 5 **Community Partnership**
- 5 **Situation Management with Families and Community**
- 6 Family and Caregiver Engagement

**Coaching and Mentoring for Educators**

- 4 **Coaching and Mentoring for Educators**
- 5 **Professional Advice and Engagement**
- 6 **Collaborative Practices with Stakeholders across Disciplines**
- 6 **Practitioner Inquiry**
- 6 **Reflective Practice for Educators**
- 5 **Ethical Conduct and Professional Integrity**
- 5 **Resilience and Self-care**

**Social Service (Early Intervention) Programme Development and Implementation**

- 5 **Social Service (Early Intervention) Programme Development and Implementation**
- 6 Early Intervention Curriculum Design
- 6 Individualised Intervention Planning and Implementation
- 5 Child Functional Needs Assessment
- 6 Early Intervention Principles and Practices

**Diversity and Inclusion**

- 5 **Diversity and Inclusion**
- 5 Classroom Management and Guidance of Children's Behaviour
- 6 Learning Environment Design
- 5 Child Observation

**Interaction & Relationship**

- 5 Interaction & Relationship
- 5 Child Safety & Protection
- 6 Health, Hygiene, and Nutrition for Children

**Senior Lead Early Intervention Educator**

**PL**

<b>Staff Development and Engagement</b>	5 <b>Team Management</b>
	5 Staff Continuous Learning
	4 <b>Staff Communication and Engagement</b>
<b>Operations and Management</b>	6 <b>Centre Innovation and Change Adoption</b>
	6 Operations Management
	5 Financial Administration
	5 <b>Visioning and Strategic Planning</b>
	6 Data and Information Management
<b>Family and Community Partnership</b>	5 Community Partnership
	5 <b>Situation Management with Families and Community</b>
<b>Professional Practice and Development</b>	4 Coaching and Mentoring for Educators
	5 Professional Advice and Engagement
	6 <b>Collaborative Practices with Stakeholders across Disciplines</b>
	5 <b>Ethical Conduct and Professional Integrity</b>
	5 <b>Resilience and Self-care</b>
<b>Early Intervention and Learning Support Development</b>	5 Social Service (Early Intervention) Programme Development and Implementation
<b>Child Learning and Development</b>	5 Diversity and Inclusion
	5 Interaction & Relationship
	5 <b>Child Safety &amp; Protection</b>
<b>Child Safety and Well-Being</b>	6 Health, Hygiene, and Nutrition for Children

**Centre Manager**

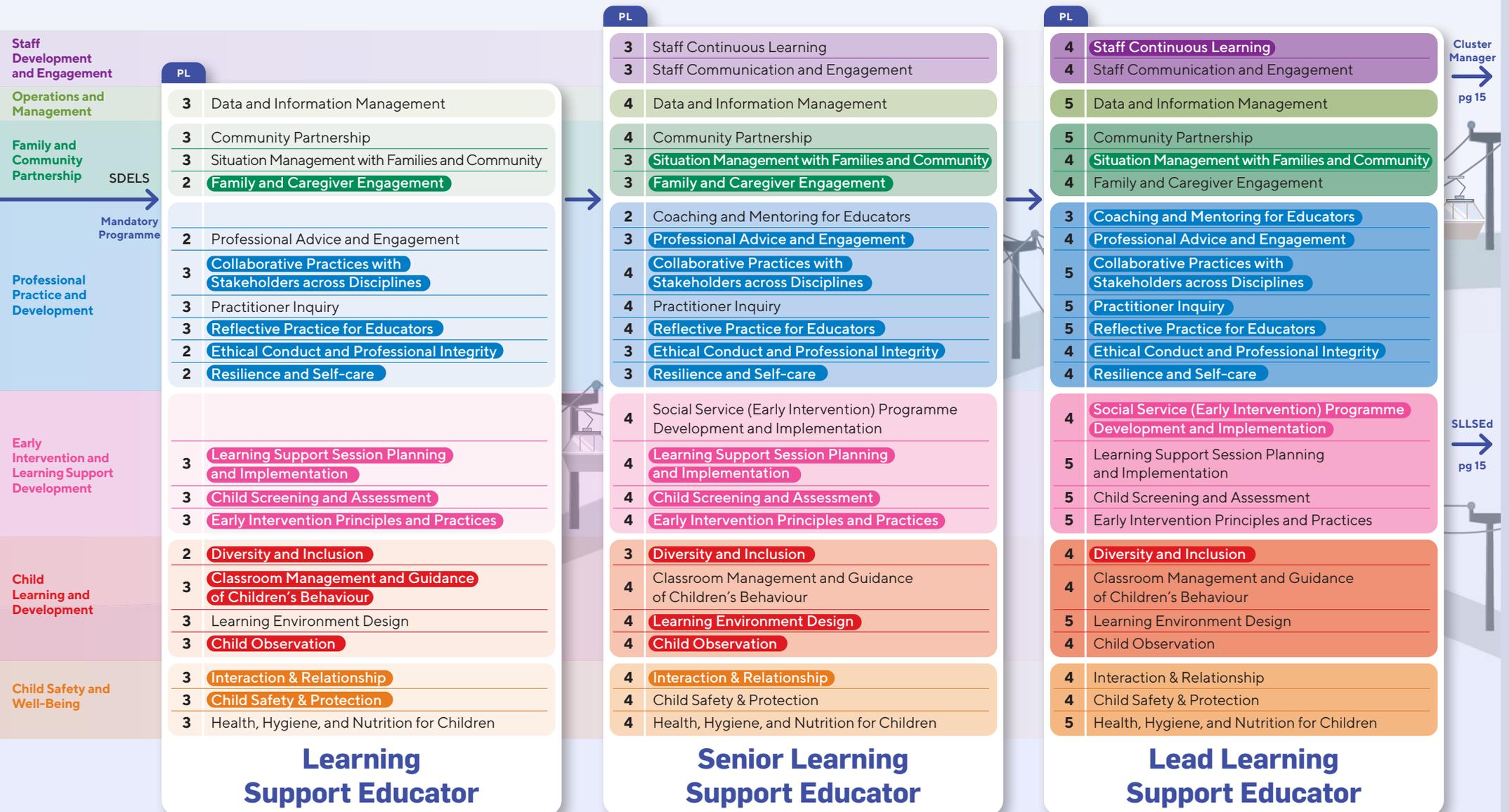
**PL**

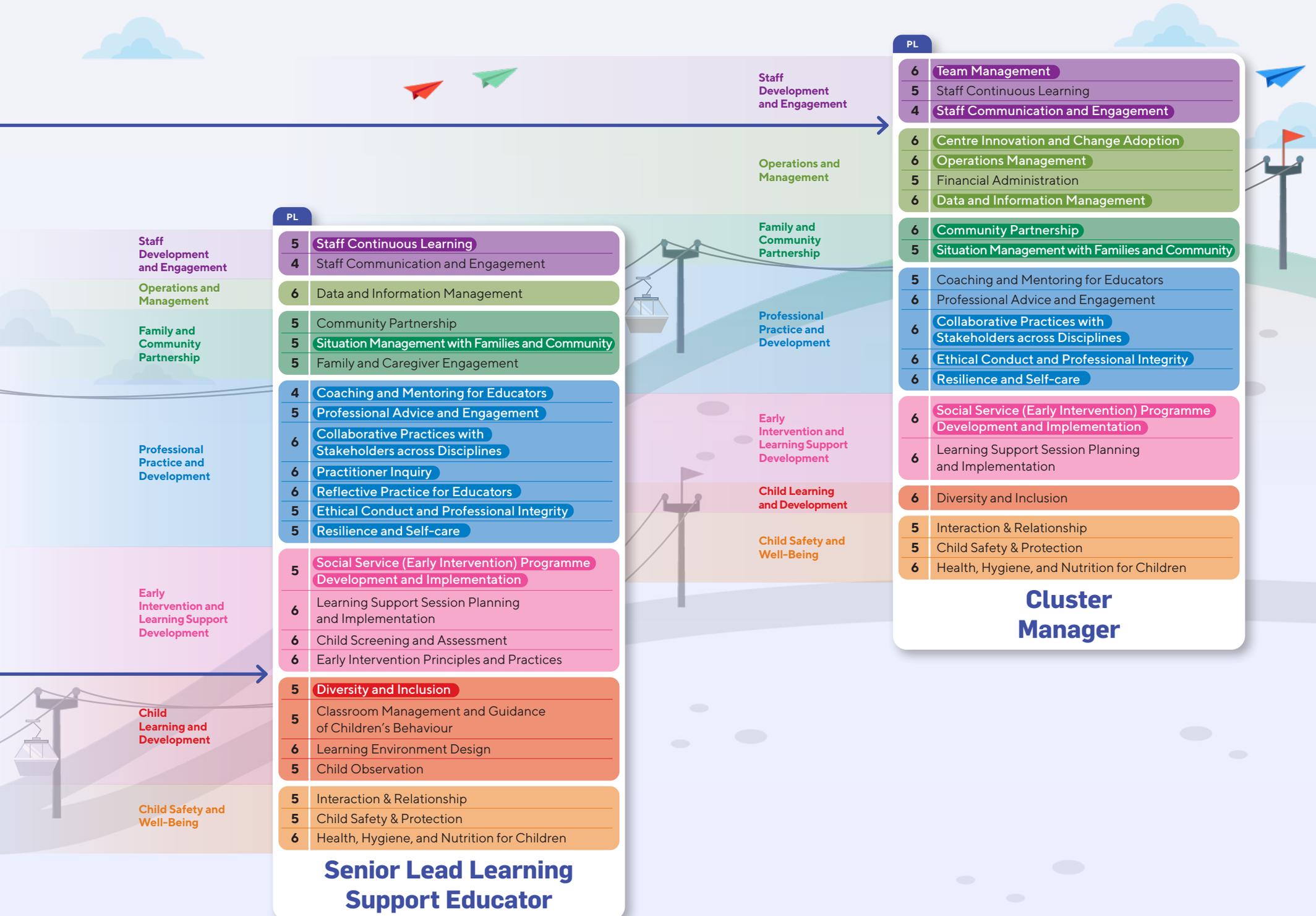
6 Team Management
5 Staff Continuous Learning
4 Staff Communication and Engagement
6 <b>Centre Innovation and Change Adoption</b>
6 <b>Operations Management</b>
5 <b>Financial Administration</b>
6 <b>Visioning and Strategic Planning</b>
6 <b>Data and Information Management</b>
6 Community Partnership
5 <b>Situation Management with Families and Community</b>
5 Coaching and Mentoring for Educators
6 Professional Advice and Engagement
6 <b>Collaborative Practices with Stakeholders across Disciplines</b>
6 <b>Ethical Conduct and Professional Integrity</b>
6 <b>Resilience and Self-care</b>
6 <b>Social Service (Early Intervention) Programme Development and Implementation</b>
6 Diversity and Inclusion
5 Interaction & Relationship
5 Child Safety & Protection
6 Health, Hygiene, and Nutrition for Children

**Director**

# PROGRESSION OF TSCs FOR LEARNING SUPPORT TRACK

The Stage 1 TSCs in each role are highlighted. The expected proficiency levels (PLs) of selected TSCs will increase as you take on higher roles.





PL

Staff Development and Engagement

Operations and Management

Family and Community Partnership

Professional Practice and Development

Early Intervention and Learning Support Development

Child Learning and Development

Child Safety and Well-Being

PL

Staff Development and Engagement

Operations and Management

Family and Community Partnership

Professional Practice and Development

Early Intervention and Learning Support Development

Child Learning and Development

Child Safety and Well-Being

- 5 **Staff Continuous Learning**
- 4 Staff Communication and Engagement

- 6 Data and Information Management

- 5 Community Partnership
- 5 **Situation Management with Families and Community**
- 5 Family and Caregiver Engagement

- 4 **Coaching and Mentoring for Educators**
- 5 **Professional Advice and Engagement**
- 6 **Collaborative Practices with Stakeholders across Disciplines**
- 6 **Practitioner Inquiry**
- 6 **Reflective Practice for Educators**
- 5 **Ethical Conduct and Professional Integrity**
- 5 **Resilience and Self-care**

- 5 **Social Service (Early Intervention) Programme Development and Implementation**
- 6 Learning Support Session Planning and Implementation
- 6 Child Screening and Assessment
- 6 Early Intervention Principles and Practices

- 5 **Diversity and Inclusion**
- 5 Classroom Management and Guidance of Children's Behaviour
- 6 Learning Environment Design
- 5 Child Observation

- 5 Interaction & Relationship
- 5 Child Safety & Protection
- 6 Health, Hygiene, and Nutrition for Children

**Senior Lead Learning Support Educator**

- 6 **Team Management**
- 5 Staff Continuous Learning
- 4 **Staff Communication and Engagement**

- 6 **Centre Innovation and Change Adoption**
- 6 **Operations Management**
- 5 Financial Administration
- 6 **Data and Information Management**

- 6 **Community Partnership**
- 5 **Situation Management with Families and Community**
- 5 Coaching and Mentoring for Educators
- 6 **Professional Advice and Engagement**
- 6 **Collaborative Practices with Stakeholders across Disciplines**
- 6 **Ethical Conduct and Professional Integrity**
- 6 **Resilience and Self-care**

- 6 **Social Service (Early Intervention) Programme Development and Implementation**
- 6 Learning Support Session Planning and Implementation

- 6 Diversity and Inclusion

- 5 Interaction & Relationship
- 5 Child Safety & Protection
- 6 Health, Hygiene, and Nutrition for Children

**Cluster Manager**

## JOB ROLE

# BEGINNING EARLY INTERVENTION EDUCATOR

As a Beginning Early Intervention Educator, you develop lesson plans and teaching materials, and deliver lessons for children under supervision. You enrich children's learning through implementing curriculum and adopting developmentally appropriate teaching and classroom management strategies. You also create quality natural learning environments and facilitate children's development and learning. You coordinate class-based activities with families, caregivers and other professionals,

and support the delivery of centre initiatives, programmes and services. You also assist in identifying new intervention methods, tools and technologies to improve centre services.

You are patient, thoughtful, calm and you enjoy working with children. You work in varied settings such as in Early Intervention centres and preschools. You also work in a transdisciplinary team in your course of work.



## STAGE 1 TSCs

### Child Safety & Well-Being

- ✦ Interaction & Relationship
- ✦ Child Safety & Protection
- ✦ Health, Hygiene, and Nutrition for Children

### Child Learning & Development

- ✦ Child Observation

### Early Intervention and Learning Support Development

- ✦ Child Functional Needs Assessment
- ✦ Early Intervention Principles and Practices

## STAGE 2 TSCs

### Child Learning & Development

- ✦ Diversity and Inclusion
- ✦ Classroom Management and Guidance of Children's Behaviour
- ✦ Learning Environment Design

### Early Intervention and Learning Support Development

- ✦ Early Intervention Curriculum Design
- ✦ Individualised Intervention Planning and Implementation

### Professional Practice and Development

- ✦ Collaborative Practices with Stakeholders across Disciplines
- ✦ Practitioner Inquiry
- ✦ Reflective Practice for Educators

### Family & Community Partnership

- ✦ Situation Management with Families and Community
- ✦ Family and Caregiver Engagement

### Operations and Management

- ✦ Data and Information Management

Stage 1 TSCs represent the prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs represent additional TSCs that are likewise important for your job role, but could be worked on once you have a firm grounding on Stage 1 TSCs.

## CORE COURSES FOR BEIEs

The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.



COURSE TITLE	COURSE PROVIDER	Child Safety and Protection	Interaction and Relationship	Child Functional Needs Assessment	Early Intervention Principles and Practices
Child First Aid Training	Singapore First Aid Training Centre/Singapore Emergency Responder Academy/Emergencies First Aid & Rescue Pte Ltd	✓			
Sector-Specific Screening Guide (SSSG)	SSI	✓			
Attuning to the Child's World	Academy of Human Development Pte Ltd		✓		
Understanding a Child's Early Development (0-7 years)	Academy of Human Development Pte Ltd		✓		
Communication in Autism	Bridging Talents			✓	
Exploring Needs of Children with Special Needs in an Early Intervention Context	RCTC				✓
Fundamentals of Autism	ARC				✓
Understanding and Supporting Behaviours in Autism	ARC				✓
Early Intervention Principles and Practices with Phonics and Phonetics	Chelsea Academia				✓

## RELEVANT COURSES FOR BEIEs

COURSE TITLE	COURSE PROVIDER	Classroom Management and Guidance of Behaviour	Individualised Intervention Planning and Implementation	Early Intervention Curriculum Design	Professional Advice and Engagement	Collaborative Practices with Stakeholders Across Disciplines	Family and Caregiver Engagement
Behaviour Management in the Classroom	Bridging Talents	✓					
Engaging Children with Special Needs in an Early Intervention Context	RCTC	✓					
Individualised Intervention Planning and Implementation Through Speech and Drama Curriculum	Chelsea Academia		✓				
Identification and Classroom Management of Preschoolers with Learning Difficulties	SPD		✓	✓			
Supporting Families and Caregivers	Academy of Human Development Pte Ltd				✓		✓
Empowering Preschool Educators with Effective Communication Skills	KLC International Institute Pte Ltd					✓	✓

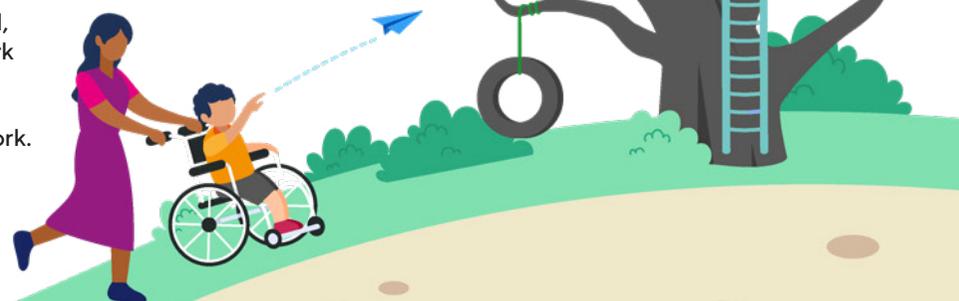
## JOB ROLE

# EARLY INTERVENTION EDUCATOR

As an Early Intervention Educator, you integrate a range of teaching and learning approaches and identify new approaches to conduct lessons for children. You enrich children's learning through implementing curriculum, and adapting and integrating developmentally appropriate teaching and classroom management strategies. You create quality natural learning environments and facilitate children's development and learning. You partner with families and caregivers and coordinate with

community stakeholders, volunteers and social service providers to support the delivery of centre initiatives, programmes and services. You also carry out data collection for inquiry projects.

You are a junior professional who is thoughtful, calm and loves working with children. You work in varied settings such as in Early Intervention centres and preschools. You also work in a transdisciplinary team in the course of your work.



## STAGE 1 TSCs

### Child Safety & Well-Being

- Interaction & Relationship

### Child Learning & Development

- Child Observation

### Early Intervention and Learning Support Development

- Individualised Intervention Planning and Implementation
- Child Functional Needs and Assessment
- Early Intervention Principles and Practices

### Professional Practice and Development

- Collaborative Practices with Stakeholders Across Disciplines
- Reflective Practice for Educators

### Family & Community Partnership

- Family and Caregiver Engagement

## STAGE 2 TSCs

### Child Safety & Well-Being

- Child Safety and Protection
- Health, Hygiene, and Nutrition for Children

### Child Learning & Development

- Diversity and Inclusion
- Classroom Management and Guidance of Children's Behaviour
- Learning Environment Design

### Early Intervention and Learning Support Development

- Early Intervention Curriculum Design

### Professional Practice and Development

- Professional Advice and Engagement
- Practitioner Inquiry

### Family & Community Partnership

- Community Partnership
- Situation Management with Families and Community

### Operations and Management

- Data and Information Management

Stage 1 TSCs represent the prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs represent additional TSCs that are likewise important for your job role, but could be worked on once you have a firm grounding on Stage 1 TSCs.

## CORE COURSES FOR EIEs



The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.

COURSE TITLE	COURSE PROVIDER	Interaction and Relationship	Child Observation	Child Functional Needs Assessment	Individualised Intervention Planning and Implementation	Early Intervention Principles and Practices	Collaborative Practices with Stakeholders Across Disciplines	Family and Caregiver Engagement
Attuning to the Child's World	Academy of Human Development Pte Ltd	✓			✓			
Understanding a Child's Early Development (0-7 years)	Academy of Human Development Pte Ltd	✓			✓			
Supporting Strengths, Celebrating Differences	Connect and Communicate LLP	✓						
Understanding and Supporting Regulation and Social Communication Differences in Early Childhood	Connect and Communicate LLP	✓						
Fundamentals of DIR® Floortime™ 'A Gleam in the Eye' (2D)	Connect and Communicate LLP	✓		✓		✓		
Fundamentals of DIR® Floortime™ 'A Gleam in the Eye' (3D)	Connect and Communicate LLP	✓		✓		✓		
Assessment in Social Communication	Connect and Communicate LLP		✓	✓				
From Looking to Thinking with the Eyes – “Do you see what I see?” Promoting Social Attention and Understanding	Connect and Communicate LLP		✓		✓			
Functional Behaviour Assessment	Bridging Talents		✓	✓	✓			
Learning Without Tears	Bridging Talents		✓		✓			
Empowered Learning Series: Supporting Behaviour Using The Iceberg Thinking Steps	ARC		✓			✓		
Foundations of Successful Communication Skills	ARC		✓		✓	✓		
Communication in Autism	Bridging Talents			✓	✓			
DIR Floortime - Understanding Social-Emotional Development and Communication	Connect and Communicate LLP			✓	✓			
DIR Floortime (Developmental Individual-difference Relationship-based Model)	Bridging Talents			✓	✓			
From Listening to Understanding: “Do you get me?” Developing Social Comprehension in your Child	Connect and Communicate LLP			✓	✓			
Identification and Classroom Management of Preschoolers with Learning Difficulties	SPD				✓			
MSL OG Preschool Training Workshop	MSL Consultancy				✓			
Orton-Gillingham Classroom Educator	Bridging Talents				✓			

## CORE COURSES FOR EIEs (cont'd)

The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.

COURSE TITLE	COURSE PROVIDER	Interaction and Relationship	Child Observation	Child Functional Needs Assessment	Individualised Intervention Planning and Implementation	Early Intervention Principles and Practices	Collaborative Practices with Stakeholders Across Disciplines	Family and Caregiver Engagement
Picture Exchange Communication System (PECS) Training (Level 1 and 2)	Bridging Talents				✓	✓		
Understanding and Supporting Behaviours in Autism	ARC				✓	✓		
Introduction to Discrete Trial Training (Part 1 & 2)	ARC				✓	✓		
Preparing For Primary One – Strategies And Applications Series: Work Habits And Routines	ARC				✓	✓		
Preparing For Primary One – Strategies And Applications Series: Reading And Spelling	ARC				✓	✓		
Step-By-Step: Breaking Down Tasks to Help My Child on the Autism spectrum Learn More Effectively	ARC				✓	✓		
Certificate in Autism (Early Intervention Programme)	ARC				✓	✓		
How to Support Early Play Development	ARC				✓	✓		
Fundamentals of Autism	ARC					✓		
Creating an Autism Friendly Learning Environment	ARC					✓		
Empowering Preschool Educators with Effective Communication Skills	KLC International Institute Pte Ltd						✓	✓
Supporting Families and Caregivers	Academy of Human Development Pte Ltd							✓
Family-Teacher Communication and Collaboration*	NIEC							✓

## RELEVANT COURSES FOR EIEs

COURSE TITLE	COURSE PROVIDER	Classroom Management and Guidance of Behaviour
Behaviour Management in the Classroom	Bridging Talents	✓
Effective Classroom Management and Behaviour Guidance for Inclusive Settings*	NIEC	✓

\* Targeted at EC educators

JOB ROLE

# SENIOR EARLY INTERVENTION EDUCATOR

As a Senior Early Intervention Educator, you oversee individual and group classes in coordination with other social service professionals, and design and set up quality natural learning environments. You lead the review of the children’s learning progress and improve teaching and learning approaches to meet the

developmental goals of children. You support the design and evaluation of centre-wide curriculum, programmes and teaching practices to improve learning outcomes. You develop outreach activities to promote the centre programmes and services. You collaborate with community stakeholders, volunteers and social service providers to deliver programmes and services. You also conduct workshops for knowledge sharing, provide guidance to junior staff, support the conceptualisation of relevant inquiry projects and carry out data collection.

You are a thoughtful and calm professional who loves working with children and possesses strong team management skills. You work in varied settings such as in Early Intervention centres and preschools.



## STAGE 1 TSCs

### Child Safety & Well-Being

- Interaction & Relationship

### Child Learning & Development

- Diversity and Inclusion
- Learning Environment Design

### Early Intervention and Learning Support Development

- Early Intervention Curriculum Design

- Individualised Intervention Planning and Implementation
- Child Functional Needs Assessment
- Early Intervention Principles and Practices

### Professional Practice and Development

- Coaching and Mentoring for Educators
- Professional Advice and Engagement
- Collaborative Practices with Stakeholders Across Disciplines
- Reflective Practice for Educators

### Family & Community Partnership

- Family and Caregiver Engagement

## STAGE 2 TSCs

### Child Safety & Well-Being

- Child Safety and Protection
- Health, Hygiene, and Nutrition for Children

### Child Learning & Development

- Classroom Management and Guidance of Children’s Behaviour
- Child Observation

### Early Intervention and Learning Support Development

- Social Service (Early Intervention) Programme Development and Implementation

### Professional Practice and Development

- Practitioner Inquiry

### Family & Community Partnership

- Community Partnership
- Situation Management with Families and Community

### Operations and Management

- Data and Information Management

### Staff Development and Engagement

- Staff Continuous Learning
- Staff Communication and Engagement

Stage 1 TSCs represent the prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs represent additional TSCs that are likewise important for your job role, but could be worked on once you have a firm grounding on Stage 1 TSCs.

## CORE COURSES FOR SEIEs

The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.



COURSE TITLE	COURSE PROVIDER	Interaction and Relationship Learning	Environment Design	Child Functional Needs Assessment	Individualised Intervention Planning and Implementation	Early Intervention Curriculum Design	Early Intervention Principles and Practices	Collaborative Practices with Stakeholders Across Disciplines	Family and Caregiver Engagement
Fundamentals of DIR® Floortime™ ‘A Gleam in the Eye’ (2D)	Connect and Communicate LLP	✓		✓			✓		
Fundamentals of DIR® Floortime™ ‘A Gleam in the Eye’ (3D)	Connect and Communicate LLP	✓		✓			✓		
Understanding and Supporting Regulation and Social Communication Differences in Early Childhood	Connect and Communicate LLP	✓				✓			
Supporting Strengths, Celebrating Differences	Connect and Communicate LLP	✓							
MSL OG Preschool Training Workshop	MSL Consultancy		✓		✓				
Orton-Gillingham Classroom Educator	Bridging Talents		✓		✓				
Certificate in Autism (Early Intervention Programme)	ARC		✓		✓		✓		
Assessment in Social Communication	Connect and Communicate LLP			✓					
Communication in Autism	Bridging Talents			✓	✓				
DIR Floortime – Understanding Social-Emotional Development and Communication	Connect and Communicate LLP			✓	✓				
DIR Floortime (Developmental Individual-difference Relationship-based model)	Bridging Talents			✓	✓				
From Listening to Understanding: “Do you get me?” Developing Social Comprehension in your Child	Connect and Communicate LLP			✓	✓				
Functional Behaviour Assessment	Bridging Talents			✓	✓				
Learning Without Tears	Bridging Talents				✓	✓			
From Looking to Thinking with the Eyes – “Do you see what I see?” Promoting Social Attention and Understanding	Connect and Communicate LLP				✓				
The Picture Exchange Communication System (PECS) Training (Level 1 and 2)	Bridging Talents				✓		✓		
Preparing For Primary One – Strategies And Applications Series: Work Habits And Routines	ARC				✓		✓		

## CORE COURSES FOR SEIEs (cont'd)

The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.

COURSE TITLE	COURSE PROVIDER	Interaction and Relationship	Learning Environment Design	Child Functional Needs Assessment	Individualised Intervention Planning and Implementation	Early Intervention Curriculum Design	Early Intervention Principles and Practices	Collaborative Practices with Stakeholders Across Disciplines	Family and Caregiver Engagement
Preparing For Primary One – Strategies And Applications Series: Reading And Spelling	ARC				✓		✓		
Step-By-Step: Breaking Down Tasks to Help My Child on the Autism spectrum Learn More Effectively	ARC				✓		✓		
Empowered Learning Series: Supporting Behaviour Using The Iceberg Thinking Steps	ARC						✓		
Empowering Preschool Educators with Effective Communication Skills	KLC International Institute Pte Ltd							✓	✓

## RELEVANT COURSES FOR SEIEs

COURSE TITLE	COURSE PROVIDER	Classroom Management and Guidance	Diversity and Inclusion	Social Service (Early Intervention) Programme Implementation
Behaviour Management in the Classroom	Bridging Talents	✓		
Valuing Diversity: Inclusive Early Childhood Care and Education	SUSS		✓	
Understanding Singapore's Social Services – Singapore's Social Compact (e-learning)	SSI			✓
Understanding the Social Service Sector	SSI			✓

## JOB ROLE

# LEAD EARLY INTERVENTION EDUCATOR

As a Lead Early Intervention Educator, you lead the development and implementation of centre-wide curriculum, programmes, and teaching practices. You develop the procedures and processes for the delivery of programmes, intervention methods and teaching practices. You coordinate cross-centre and cross-sector programmes with other social service organisations, institutions and corporate

and community stakeholders. You also oversee engagements with families to facilitate exchange of information and resources. You conduct trainings on evidence-based practices and provide supervision and mentorship to Early Intervention educators. You also conceptualise and carry out relevant inquiry work.

You are an experienced professional who is thoughtful, calm and loves working with children. You possess strong project management and coordination skills. You work in varied settings such as in Early Intervention centres and preschools.

**Note:** Lead and Senior Lead EI Educators have the same Stage 1 and 2 TSCs but senior lead roles are required to demonstrate higher levels of proficiency.



## STAGE 1 TSCs

### Child Learning & Development

- ✦ Diversity and Inclusion

### Early Intervention and Learning Support Development

- ✦ Social Service (Early Intervention) Programme Development and Implementation

### Professional Practice and Development

- ✦ Coaching and Mentoring for Educators
- ✦ Professional Advice and Engagement
- ✦ Collaborative Practices with Stakeholders Across Disciplines
- ✦ Practitioner Inquiry
- ✦ Reflective Practice for Educators

### Family & Community Partnership

- ✦ Community Partnership
- ✦ Situation Management with Families and Community

### Staff Development and Engagement

- ✦ Staff Continuous Learning

## STAGE 2 TSCs

### Child Safety & Well-Being

- ✦ Interaction and Relationship
- ✦ Child Safety and Protection
- ✦ Health, Hygiene, and Nutrition for Children

### Child Learning & Development

- ✦ Classroom Management and Guidance of Children's Behaviour
- ✦ Learning Environment Design
- ✦ Child Observation

### Early Intervention and Learning Support Development

- ✦ Early Intervention Curriculum Design
- ✦ Individualised Intervention Planning and Implementation
- ✦ Child Functional Needs Assessment
- ✦ Early Intervention Principles and Practices

### Family & Community Partnership

- ✦ Family and Caregiver Engagement

### Operations and Management

- ✦ Visioning and Strategic Planning
- ✦ Data and Information Management

### Staff Development and Engagement

- ✦ Staff Communication and Engagement

Stage 2 TSCs represent additional TSCs that are likewise important for your job role, but could be worked on once you have a firm grounding on Stage 1 TSCs.

Stage 1 TSCs represent the prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

## JOB ROLE

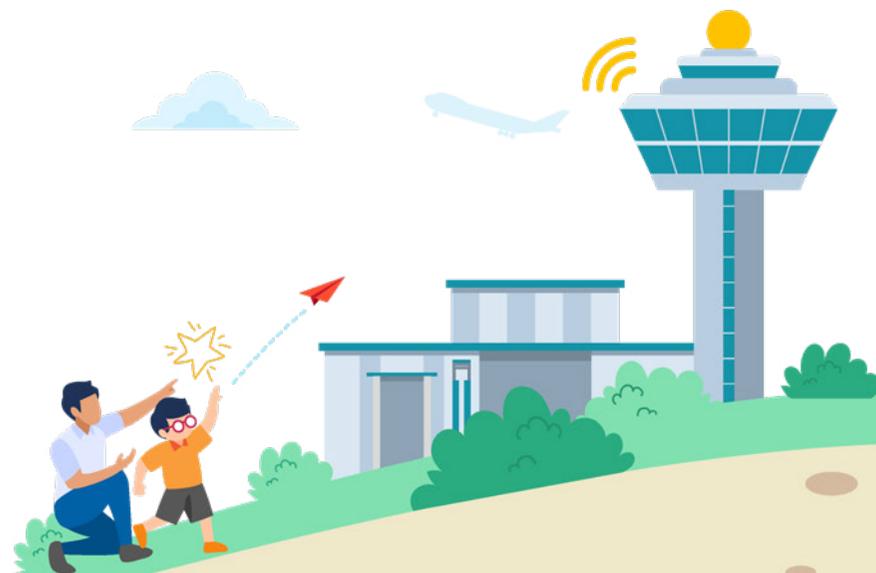
# SENIOR LEAD EARLY INTERVENTION EDUCATOR

As a Senior Lead Early Intervention Educator, you provide leadership in the design, evaluation and implementation of centre-wide curriculum, programmes and teaching practices. You drive cross-centre collaborations with other social service organisations, institutions as well as corporate and community stakeholders to deliver programmes and services.

You also lead the implementation of new intervention methods and practices to improve service delivery, and in relevant inquiry work. You oversee the professional training and quality aspects for Early Intervention educators, and provide supervision and mentorship to junior staff.

You are a highly experienced professional who is thoughtful, calm and loves working with children. You possess excellent leadership skills and the ability to build effective relationships with stakeholders. You work in varied settings such as in Early Intervention centres and preschools.

**Note:** Lead and Senior Lead EI Educators have the same Stage 1 and 2 TSCs but senior lead roles are required to demonstrate higher levels of proficiency.



## STAGE 1 TSCs

### Child Learning & Development

- ✦ Diversity and Inclusion

### Early Intervention and Learning Support Development

- ✦ Social Service (Early Intervention) Programme Development and Implementation

### Professional Practice and Development

- ✦ Coaching and Mentoring for Educators
- ✦ Professional Advice and Engagement
- ✦ Collaborative Practices with Stakeholders Across Disciplines
- ✦ Practitioner Inquiry
- ✦ Reflective Practice for Educators

### Family & Community Partnership

- ✦ Community Partnership
- ✦ Situation Management with Families and Community

### Staff Development and Engagement

- ✦ Staff Continuous Learning

## STAGE 2 TSCs

### Child Safety & Well-Being

- ✦ Interaction and Relationship
- ✦ Child Safety and Protection
- ✦ Health, Hygiene, and Nutrition for Children

### Child Learning & Development

- ✦ Classroom Management and Guidance of Children's Behaviour
- ✦ Learning Environment Design
- ✦ Child Observation

### Early Intervention and Learning Support Development

- ✦ Early Intervention Curriculum Design
- ✦ Individualised Intervention Planning and Implementation
- ✦ Child Functional Needs Assessment
- ✦ Early Intervention Principles and Practices

### Family & Community Partnership

- ✦ Family and Caregiver Engagement

### Operations and Management

- ✦ Visioning and Strategic Planning
- ✦ Data and Information Management

### Staff Development and Engagement

- ✦ Staff Communication and Engagement

Stage 1 TSCs represent the prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs represent additional TSCs that are likewise important for your job role, but could be worked on once you have a firm grounding on Stage 1 TSCs.

## CORE COURSES FOR LEIEs & SLEIEs

The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.



COURSE TITLE	COURSE PROVIDER	Diversity and Inclusion	Social Service (Early Intervention) Programme	Reflective Practice for Educators	Coaching and Mentoring for Educators	Collaborative Practices with Stakeholders across Disciplines	Situation Management with Families and Community	Staff Continuous Learning
Intervention Across the Lifespan of Different Social Communication Profiles	Connect and Communicate LLP	✓						
Valuing Diversity: Inclusive Early Childhood Care and Education	SUSS	✓						
Understanding Singapore's Social Services – Singapore's Social Compact (e-learning)	SSI		✓					
Understanding the Social Service Sector	SSI		✓					
[ECDA Fellows IBAP] Building Leadership Capacity: Coffee, Tea or Conflicts	ECDA			✓			✓	
Skills Framework for Early Childhood Care and Education: Enhancing Professional Development and Human Resource Practices	ECDA			✓				✓
Collaborative Leadership*	NIEC				✓	✓		
Instructional Leadership*	NIEC				✓			✓
Mentoring 101: Bringing Out the Best in EC Educators*	NIEC				✓			

\* Targeted at EC educators

## JOB ROLE

# LEARNING SUPPORT EDUCATOR

As a Learning Support Educator, you provide learning support to children in helping them develop academic, behavioural social and communication skills. You assess the children's learning, develop plans and progress reports, and support the management of children in a classroom setting. You work to identify children who require low levels of support through the use of standardised assessments and other relevant information. You also work closely with the Early Childhood educators and families of the children to further guide them in developing the children's learning needs.



## STAGE 1 TSCs

### Child Safety & Well-Being

- ✦ Interaction & Relationship
- ✦ Child Safety & Protection

### Child Learning & Development

- ✦ Diversity and Inclusion
- ✦ Classroom Management and Guidance of Children's Behaviour
- ✦ Child Observation

### Early Intervention and Learning Support Development

- ✦ Learning Support Session Planning and Implementation
- ✦ Child Screening and Assessment
- ✦ Early Intervention Principles and Practices

### Professional Practice and Development

- ✦ Collaborative Practices with Stakeholders across Disciplines
- ✦ Reflective Practice for Educators

### Family & Community Partnership

- ✦ Family and Caregiver Engagement

Stage 1 TSCs represent the prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.



## STAGE 2 TSCs

### Child Safety & Well-Being

- ✦ Health, Hygiene, and Nutrition for children

### Child Learning & Development

- ✦ Learning Environment Design

### Professional Practice and Development

- ✦ Professional Advice and Engagement
- ✦ Practitioner Inquiry

### Family & Community Partnership

- ✦ Community Partnership
- ✦ Situation Management with Families and Community

### Operations and Management

- ✦ Data and Information Management

Stage 2 TSCs represent additional TSCs that are likewise important for your job role, but could be worked on once you have a firm grounding on Stage 1 TSCs.

# CORE COURSES FOR LSEds



The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.

COURSE TITLE	COURSE PROVIDER	Child Safety and Protection	Interaction and Relationship	Child Observation	Classroom Management and Guidance of Children's Behaviour	Diversity and Inclusion	Child Screening and Assessment	Learning Support Session Planning and Implementation	Early Intervention Principles and Practices	Collaborative Practices with Stakeholders Across Disciplines	Reflective Practice for Educators	Family and Caregiver Engagement
Child First Aid Training	Singapore First Aid Training Centre / Singapore Emergency Responder Academy / Emergencies First Aid & Rescue Pte Ltd	✓										
Fundamentals of DIR® Floortime™ 'A Gleam in the Eye' (2D)**	Connect and Communicate LLP		✓				✓		✓			
Fundamentals of DIR® Floortime™ 'A Gleam in the Eye' (3D)**	Connect and Communicate LLP		✓				✓		✓			
Attuning to the Child's World	Academy of Human Development Pte Ltd		✓					✓				
Understanding a Child's Early Development (0-7 years)	Academy of Human Development Pte Ltd		✓					✓				
Supporting Strengths, Celebrating Differences**	Connect and Communicate LLP		✓		✓							
Understanding and Supporting Regulation and Social Communication Differences in Early Childhood**	Connect and Communicate LLP		✓		✓							
Assessment in Social Communication**	Connect and Communicate LLP			✓			✓					
From Looking to Thinking with the Eyes – "Do you see what I see?" Promoting Social Attention and Understanding**	Connect and Communicate LLP			✓	✓			✓				
Empowered Learning Series: Supporting Behaviour Using The Iceberg Thinking Steps**	ARC			✓	✓				✓			
Foundations of Successful Communication Skills**	ARC			✓				✓	✓			
From Listening to Understanding: "Do you get me?" Developing Social Comprehension in your Child**	Connect and Communicate LLP				✓		✓	✓				
Understanding and Supporting Behaviours in Autism**	ARC				✓			✓	✓			
Behaviour Management in the Classroom	Bridging Talents				✓							

## CORE COURSES FOR LSEds (cont'd)

The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.

COURSE TITLE	COURSE PROVIDER	Child Safety and Protection	Interaction and Relationship	Child Observation	Classroom Management and Guidance of Children's Behaviour	Diversity and Inclusion	Child Screening and Assessment	Learning Support Session Planning and Implementation	Early Intervention Principles and Practices	Collaborative Practices with Stakeholders Across Disciplines	Reflective Practice for Educators	Family and Caregiver Engagement
Identification and Classroom Management of Preschoolers with Learning Difficulties	SPD				✓			✓				
Effective Classroom Management & Behaviour Guidance for inclusive Settings*	NIEC				✓							
Valuing Diversity: Inclusive Early Childhood Care and Education	SUSS					✓						
Communication in Autism**	Bridging Talents						✓	✓				
Learning Without Tears	Bridging Talents						✓	✓				
DIR Floortime – Understanding Social-Emotional Development and Communication**	Connect and Communicate LLP						✓	✓				
DIR Floortime (Developmental Individual-difference Relationship-based model)**	Bridging Talents						✓	✓				
Introduction to Discrete Trial Training (Part 1 & 2)**	ARC							✓	✓			
Preparing For Primary One – Strategies And Applications Series: Work Habits And Routines**	ARC							✓	✓			
Preparing For Primary One – Strategies And Applications Series: Reading And Spelling**	ARC							✓	✓			
Step-By-Step: Breaking Down Tasks to Help My Child on the Autism spectrum Learn More Effectively**	ARC							✓	✓			
Certificate in Autism (Early Intervention Programme) **	ARC							✓	✓			
How to Support Early Play Development**	ARC							✓	✓			

## CORE COURSES FOR LSEds (cont'd)

The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.

COURSE TITLE	COURSE PROVIDER	Child Safety and Protection	Interaction and Relationship	Child Observation	Classroom Management and Guidance of Children's Behaviour	Diversity and Inclusion	Child Screening and Assessment	Learning Support Session Planning and Implementation	Early Intervention Principles and Practices	Collaborative Practices with Stakeholders Across Disciplines	Reflective Practice for Educators	Family and Caregiver Engagement
LS Sharing	KKH						✓					
Wagga Training for LSEds	KKH						✓					
Early Intervention Principles and Practices with Phonics and Phonetics	Chelsea Academia						✓	✓				
Individualised Intervention Planning and Implementation Through Speech and Drama Curriculum	Chelsea Academia						✓	✓				
Creating an Autism Friendly Learning Environment**	ARC							✓				
Autism Series for Preschool Educators*	ARC							✓	✓			
Empowering Preschool Educators with Effective Communication Skills	KLC International Institute Pte Ltd								✓			✓
Community Learning Circle (CLC)	KKH									✓		
Supporting Families and Caregivers	Academy of Human Development Pte Ltd											✓
Family-Teacher Communication and Collaboration*	NIEC											✓

\* Targeted at EC educators

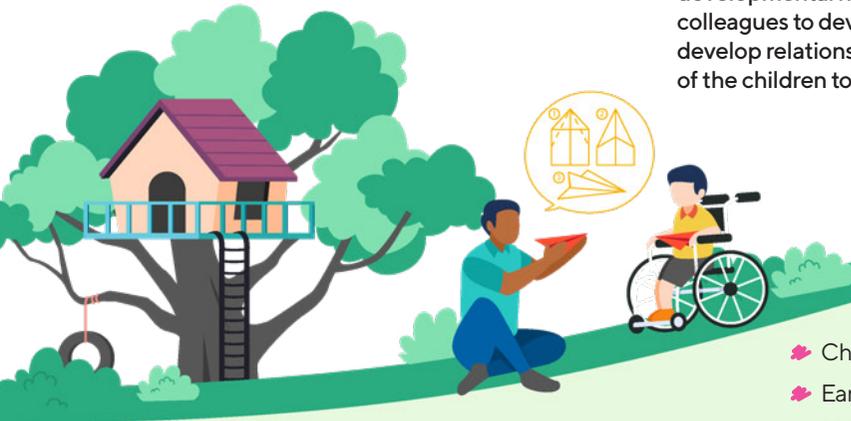
\*\* Targeted at EI educators

JOB ROLE

# SENIOR LEARNING SUPPORT EDUCATOR

As a Senior Learning Support Educator, you guide colleagues on identifying children who require low levels of support through the use of standardised

assessments and other relevant information. You also look into complex cases which require deeper observations and analysis. You help to establish the developmental needs of the child and work with colleagues to develop the abilities of the child. You also develop relationships with key stakeholders and families of the children to drive awareness of the interventions.



## STAGE 1 TSCs

### Child Safety & Well-Being

- Interaction & Relationship

### Child Learning & Development

- Diversity and Inclusion
- Learning Environment Design
- Child Observation

### Early Intervention and Learning Support Development

- Learning Support Session Planning and Implementation

- Child Screening and Assessment
- Early Intervention Principles and Practices

### Professional Practice and Development

- Professional Advice and Engagement
- Collaborative Practices with Stakeholders across Discipline
- Reflective Practice for Educators

### Family & Community Partnership

- Situation Management with Families and Community
- Family and Caregiver Engagement

## STAGE 2 TSCs

### Child Safety & Well-Being

- Child Safety & Protection
- Health, Hygiene, and Nutrition for children

### Child Learning & Development

- Classroom Management and Guidance of Children's Behaviour

### Early Intervention and Learning Support Development

- Social Service (Early Intervention) Programme Development and Implementation

### Professional Practice and Development

- Practitioner Inquiry
- Coaching and Mentoring for Educators

### Family & Community Partnership

- Community Partnership

### Operations and Management

- Data and Information Management

### Staff Development and Engagement

- Staff Continuous Learning
- Staff Communication and Engagement

Stage 1 TSCs represent the prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs represent additional TSCs that are likewise important for your job role, but could be worked on once you have a firm grounding on Stage 1 TSCs.

# CORE COURSES FOR SLSEds

The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.



Interaction and Relationship  
 Child Observation  
 Classroom Management and Guidance of Children's Behaviour  
 Learning Environment Design  
 Diversity and Inclusion  
 Child Screening and Assessment  
 Learning Support Session Planning and Implementation  
 Early Intervention Principles and Practices  
 Collaborative Practices with Stakeholders Across Disciplines  
 Reflective Practice for Educators  
 Family and Caregiver Engagement

COURSE TITLE	COURSE PROVIDER	Interaction and Relationship	Child Observation	Classroom Management and Guidance of Children's Behaviour	Learning Environment Design	Diversity and Inclusion	Child Screening and Assessment	Learning Support Session Planning and Implementation	Early Intervention Principles and Practices	Collaborative Practices with Stakeholders Across Disciplines	Reflective Practice for Educators	Family and Caregiver Engagement
Fundamentals of DIR® Floortime™ 'A Gleam in the Eye' (2D)**	Connect and Communicate LLP	✓					✓		✓			
Fundamentals of DIR® Floortime™ 'A Gleam in the Eye' (3D)**	Connect and Communicate LLP	✓					✓		✓			
Supporting Strengths, Celebrating Differences**	Connect and Communicate LLP	✓		✓								
Understanding and Supporting Regulation and Social Communication Differences in Early Childhood**	Connect and Communicate LLP	✓		✓								
Assessment in Social Communication**	Connect and Communicate LLP		✓				✓					
Empowered Learning Series: Supporting Behaviour Using The Iceberg Thinking Steps**	ARC		✓	✓					✓			
From Looking to Thinking with the Eyes – "Do you see what I see?" Promoting Social Attention and Understanding**	Connect and Communicate LLP		✓	✓			✓					
From Listening to Understanding: "Do you get me?" Developing Social Comprehension in your Child**	Connect and Communicate LLP			✓			✓	✓				
Behaviour Management in the Classroom	Bridging Talents			✓								
Identification and Classroom Management of Preschoolers with Learning Difficulties	SPD			✓				✓				
MSL OG Preschool Training Workshop**	MSL Consultancy				✓			✓				
Orton-Gillingham Classroom Educator**	Bridging Talents				✓			✓				
Certificate in Autism (Early Intervention Programme)**	ARC				✓			✓	✓			
Valuing Diversity: Inclusive Early Childhood Care and Education	SUSS					✓						

## CORE COURSES FOR SLSEds (cont'd)

The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.

COURSE TITLE	COURSE PROVIDER	TSCs											
		Interaction and Relationship	Child Observation	Classroom Management and Guidance of Children's Behaviour	Learning Environment Design	Diversity and Inclusion	Child Screening and Assessment	Learning Support Session Planning and Implementation	Early Intervention Principles and Practices	Collaborative Practices with Stakeholders Across Disciplines	Reflective Practice for Educators	Family and Caregiver Engagement	
Communication in Autism**	Bridging Talents						✓	✓					
DIR Floortime – Understanding Social-Emotional Development and Communication**	Connect and Communicate LLP						✓	✓					
Learning Without Tears	Bridging Talents						✓	✓					
DIR Floortime (Developmental Individual-difference Relationship-based model)**	Bridging Talents						✓	✓					
Preparing For Primary One – Strategies And Applications Series: Work Habits And Routines**	ARC							✓	✓				
Preparing For Primary One – Strategies And Applications Series: Reading And Spelling**	ARC							✓	✓				
Step-By-Step: Breaking Down Tasks to Help My Child on the Autism spectrum Learn More Effectively**	ARC							✓	✓				
LS Sharing	KKH							✓					
Wagga Training for LSEds	KKH							✓					
Empowering Preschool Educators with Effective Communication Skills	KLC International Institute Pte Ltd									✓		✓	
Community Learning Circle (CLC)	KKH											✓	
Support for New LS Coach	KKH											✓	
LS Coach Meeting	KKH											✓	

\* Targeted at EC educators

\*\* Targeted at EI educators

## JOB ROLE

# LEAD LEARNING SUPPORT EDUCATOR

As a Lead Learning Support Educator, you guide the team on the calibration of assessment on children's learning needs, especially on more complex cases which require deeper observations and analysis. You also oversee, develop and review appropriate

intervention plans that are in line with the children's individual education plan, and monitor the progress of your team in implementing interventions. You also support and mentor your colleagues and participate in planning for their deployment and resources.

**Note:** Lead and Senior Lead Learning Support Educators have the same Stage 1 and 2 TSCs but senior lead roles are required to demonstrate higher levels of proficiency.



## STAGE 1 TSCs

### Child Learning & Development

- ✦ Diversity and Inclusion

### Early Intervention and Learning Support Development

- ✦ Social Service (Early Intervention) Programme Development and Implementation

### Professional Practice and Development

- ✦ Professional Advice and Engagement
- ✦ Collaborative Practices with Stakeholders across Discipline
- ✦ Practitioner Inquiry
- ✦ Coaching and Mentoring for Educators
- ✦ Reflective Practice for Educators

### Family & Community Partnership

- ✦ Situation Management with Families and Community

### Staff Development and Engagement

- ✦ Staff Continuous Learning



## STAGE 2 TSCs

### Child Safety & Well-Being

- ✦ Interaction and Relationship
- ✦ Child Safety & Protection
- ✦ Health, Hygiene, and Nutrition for children

### Child Learning & Development

- ✦ Classroom Management and Guidance of Children's Behaviour
- ✦ Learning Environment Design
- ✦ Child Observation

### Early Intervention and Learning Support Development

- ✦ Child Screening and Assessment
- ✦ Learning Support Session Planning and Implementation
- ✦ Early Intervention Principles and Practices

### Family & Community Partnership

- ✦ Community Partnership
- ✦ Family and Caregiver Engagement

### Operations and Management

- ✦ Data and Information Management

### Staff Development and Engagement

- ✦ Staff Communication and Engagement

Stage 1 TSCs represent the prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs represent additional TSCs that are likewise important for your job role, but could be worked on once you have a firm grounding on Stage 1 TSCs.

## JOB ROLE

# SENIOR LEAD LEARNING SUPPORT EDUCATOR

As a Senior Lead Learning Support Educator, you drive the overall level of Learning Support provided to children across centres. You drive the delivery of Learning Support tailored to the needs of the children in the centre, and continually oversee support on teaching and classroom

management strategies provided to Early Childhood educators. You also lead stakeholder partnerships and drive centre and community initiatives. You are responsible for performing and presenting research in Learning Support teaching to the wider community.



## STAGE 1 TSCs

### Child Learning & Development

- ✦ Diversity and Inclusion

### Early Intervention and Learning Support Development

- ✦ Social Service (Early Intervention) Programme Development and Implementation

### Professional Practice and Development

- ✦ Professional Advice and Engagement
- ✦ Collaborative Practices with Stakeholders across Discipline
- ✦ Practitioner Inquiry
- ✦ Coaching and Mentoring for Educators
- ✦ Reflective Practice for Educators

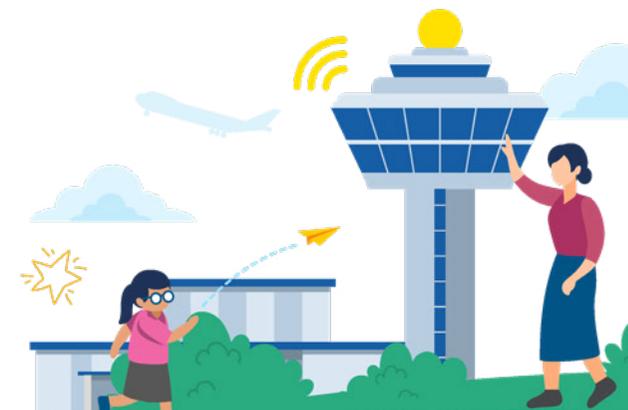
### Family & Community Partnership

- ✦ Situation Management with Families and Community

### Staff Development and Engagement

- ✦ Staff Continuous Learning

**Note:** Lead and Senior Lead Learning Support Educators have the same Stage 1 and 2 TSCs but senior lead roles are required to demonstrate higher levels of proficiency.



## STAGE 2 TSCs

### Child Safety & Well-Being

- ✦ Interaction and Relationship
- ✦ Child Safety & Protection
- ✦ Health, Hygiene, and Nutrition for children

### Child Learning & Development

- ✦ Classroom Management and Guidance of Children's Behaviour
- ✦ Learning Environment Design
- ✦ Child Observation

### Early Intervention and Learning Support Development

- ✦ Child Screening and Assessment
- ✦ Learning Support Session Planning and Implementation
- ✦ Early Intervention Principles and Practices

### Family & Community Partnership

- ✦ Community Partnership
- ✦ Family and Caregiver Engagement

### Operations and Management

- ✦ Data and Information Management

### Staff Development and Engagement

- ✦ Staff Communication and Engagement

Stage 1 TSCs represent the prioritised TSCs that you may want to focus on in the first few years of taking on a new job role.

Stage 2 TSCs represent additional TSCs that are likewise important for your job role, but could be worked on once you have a firm grounding on Stage 1 TSCs.

# CORE COURSES FOR LLEdS & SLLSEdS



The table shows the key TSCs covered in each course. Some courses may also cover additional TSCs that are not reflected here. Please check with training provider for the full course description.

COURSE TITLE	COURSE PROVIDER	Diversity and Inclusion	Social Service (Early Intervention) Programme Implementation	Coaching and Mentoring for Educators	Collaborative Practices with Stakeholders Across Disciplines	Reflective Practice for Educators	Situation Management with Families and Community	Staff Continuous Learning
Intervention Across the Lifespan of Different Social Communication Profiles**	Connect and Communicate LLP	✓						
Valuing Diversity: Inclusive Early Childhood Care and Education	SUSS	✓						
Wagga Training for LSEdS	KKH	✓						
Understanding Singapore's Social Services – Singapore's Social Compact (e-learning)	SSI		✓					
Understanding the Social Service Sector	SSI		✓					
LS Coach Meeting	KKH			✓		✓		
Collaborative Leadership*	NIEC			✓	✓			
Instructional Leadership*	NIEC			✓				✓
Mentoring 101: Bringing Out the Best in EC Educators*	NIEC			✓				
LS Sharing	KKH				✓			
Community Learning Circle (CLC)	KKH					✓		
[ECDA Fellows BAP] Building Leadership Capacity: Coffee, Tea or Conflicts*	ECDA					✓	✓	
Skills Framework for Early Childhood Care and Education: Enhancing Professional Development and Human Resource Practices	ECDA					✓		✓

\* Targeted at EC educators

\*\* Targeted at EI educators

## ANNEX — Listing of Courses

TRAINING PROVIDER	COURSE TITLE	DURATION OF COURSE	CONTACT DETAILS
Academy of Human Development	Attuning to the Child's World	2 days / 14 h	<a href="http://www.ahd.com.sg/index.php/training-calendar/professional-development/attuning-to-the-child-s-world">www.ahd.com.sg/index.php/training-calendar/professional-development/attuning-to-the-child-s-world</a>
	Supporting Families and Caregivers	2 days / 14 h	<a href="http://www.ahd.com.sg/index.php/training-calendar/professional-development/supporting-families-and-caregivers">www.ahd.com.sg/index.php/training-calendar/professional-development/supporting-families-and-caregivers</a>
	Understanding a Child's Early Development	2 days / 14 h	<a href="http://www.ahd.com.sg/index.php/training-calendar/professional-development/understanding-a-child-s-early-development-0-7-years">www.ahd.com.sg/index.php/training-calendar/professional-development/understanding-a-child-s-early-development-0-7-years</a>
Autism Resource Centre (Singapore)	Autism Series for Preschool Educators	12 h	
	Certificate in Autism (Early Intervention Programme)	48 h	
	Creating an Autism Friendly Learning Environment	3 h	
	Empowered Learning Series: Supporting Behaviour Using The Iceberg Thinking Steps	6 h	
	Foundations of Successful Communication Skills	3 h	
	Fundamentals of Autism	3 h	
	How to Support Early Play Development	3 h	
	Introduction to Discrete Trial Training (Part 1 & 2)	3 h	<a href="http://apps.autism.org.sg/trg/training/course-listing">apps.autism.org.sg/trg/training/course-listing</a>
	Preparing For Primary One — Strategies And Applications Series: Reading And Spelling	3 h	
	Preparing For Primary One — Strategies And Applications Series: Work Habits And Routines	3 h	
Step-By-Step: Breaking Down Tasks to Help My Child on the Autism spectrum Learn More Effectively	3 h		
Understanding and Supporting Behaviours in Autism	3 h		

## ANNEX — Listing of Courses

TRAINING PROVIDER	COURSE TITLE	DURATION OF COURSE	CONTACT DETAILS
Bridging Talents	Behaviour Management in the Classroom	1 day / 7 h	<a href="http://www.bridgingtalents.com/2022_Amanda_Reed_Behaviour_Management_in_the_Classroom.aspx">www.bridgingtalents.com/2022_Amanda_Reed_Behaviour_Management_in_the_Classroom.aspx</a>
	Communication in Autism	1 day / 7 h	<a href="http://www.bridgingtalents.com/2021_Amanda_Reed_Communication_in_Autism_Run2.aspx">www.bridgingtalents.com/2021_Amanda_Reed_Communication_in_Autism_Run2.aspx</a>
	DIR Floortime (Developmental Individual-difference Relationship-based model)	2 days / 14 h	<a href="http://www.bridgingtalents.com/2021_Maude_Le_Roux_DIR101.aspx">www.bridgingtalents.com/2021_Maude_Le_Roux_DIR101.aspx</a>
	Functional Behaviour Assessment	1 day / 7 h	<a href="http://www.bridgingtalents.com/2022_Amanda_Reed_Functional_Behaviour_Assessment.aspx">www.bridgingtalents.com/2022_Amanda_Reed_Functional_Behaviour_Assessment.aspx</a>
	Learning Without Tears	2 days / 11.5 h	<a href="http://www.bridgingtalents.com/2022_Dr_Peter_Giroux_HWTGSS_Readiness.aspx">www.bridgingtalents.com/2022_Dr_Peter_Giroux_HWTGSS_Readiness.aspx</a>
	Orton Gillingham Classroom Educator	5 days / 30 h	<a href="http://www.bridgingtalents.com/2022_Laurie_J_Cousseau_Classroom_Educator_Module_of_the_Orton-Gillingham_Training_Part_A.aspx">http://www.bridgingtalents.com/2022_Laurie_J_Cousseau_Classroom_Educator_Module_of_the_Orton-Gillingham_Training_Part_A.aspx</a>
	Picture Exchange Communication Systems (PECS Level 1)	2 days / 13 h	<a href="http://www.bridgingtalents.com/2021_Sophie_Kerr_PECSEB.aspx">www.bridgingtalents.com/2021_Sophie_Kerr_PECSEB.aspx</a>
	Picture Exchange Communication Systems (PECS Level 2)	2 days / 13 h	<a href="http://www.bridgingtalents.com/2022_Sophie_Kerr_PECSEAdv.aspx">www.bridgingtalents.com/2022_Sophie_Kerr_PECSEAdv.aspx</a>
Chelsea Academia	Early Intervention Principles and Practices with Phonics and Phonetics	20 h	<a href="http://www.myskillsfuture.gov.sg/content/portal/en/training-exchange/course-directory/course-detail.html?courseReferenceNumber=TGS-2020503733">www.myskillsfuture.gov.sg/content/portal/en/training-exchange/course-directory/course-detail.html?courseReferenceNumber=TGS-2020503733</a>
	Individualised Intervention Planning and Implementation through Speech and Drama Curriculum	20 h	<a href="http://www.myskillsfuture.gov.sg/content/portal/en/training-exchange/course-directory/course-detail.html?courseReferenceNumber=TGS-2020503734">www.myskillsfuture.gov.sg/content/portal/en/training-exchange/course-directory/course-detail.html?courseReferenceNumber=TGS-2020503734</a>

## ANNEX — Listing of Courses

TRAINING PROVIDER	COURSE TITLE	DURATION OF COURSE	CONTACT DETAILS
Connect and Communicate LLP, Singapore	Assessment in Social Communication	2.5 h	<a href="http://www.connectandcommunicate.com.sg/workshops.php">www.connectandcommunicate.com.sg/workshops.php</a>
	DIR Floortime — Understanding Social-Emotional development and Communication	1 day (2 half-days online)	
	From Listening to Understanding: “Do you get me?” Developing Social Comprehension in your Child	3 h	
	From Looking to Thinking with the Eyes — “Do you see what I see?” Promoting Social Attention and Understanding	3 h	
	Fundamentals of DIR® Floortime™ 'A Gleam in the Eye' (2D)	2 full-days (4 half-days online)/16 h	
	Fundamentals of DIR® Floortime™ 'A Gleam in the Eye' (3D)	3 days / 24h	
	Intervention Across the Lifespan of Different Social Communication Profiles	2.5 h	
	Supporting Strengths, Celebrating Differences	3 h	
Understanding and Supporting Regulation and Social Communication Differences in Early Childhood	1 day (2 half-days online)		
ECDA	[ECDA Fellows IBAP] Building Leadership Capacity: Coffee, Tea or Conflicts	18 h	Please email <a href="mailto:Esther_SIM@ecda.gov.sg">Esther_SIM@ecda.gov.sg</a> for enrolment or enquiries.
	Skills Framework for Early Childhood Care and Education: Enhancing Professional Development and Human Resource Practices	7 h	Please email <a href="mailto:skillsframework@ecda.gov.sg">skillsframework@ecda.gov.sg</a> for enrolment or enquiries.

## ANNEX — Listing of Courses

TRAINING PROVIDER	COURSE TITLE	DURATION OF COURSE	CONTACT DETAILS
KKH	Community Learning Circle (CLC)	5 h	The DS-LS Consultancy team will contact LSEds for the enrolment of these courses.
	LS Coach Meeting	5 h	
	LS Sharing	3 h	
	Support for New LS Coach	15 h	
	Wagga Training for LSEds	3 h	
KLC International Institute Pte. Ltd	Empowering Preschool Educators with Effective Communication Skills	7 h	Please email <a href="mailto:sharontan@klc.edu.sg">sharontan@klc.edu.sg</a> or <a href="mailto:chloe.lai@klc.edu.sg">chloe.lai@klc.edu.sg</a> for enrolment or enquiries.  <a href="http://klc.edu.sg/education-care-giving/empowering-preschool-educators-with-effective-communication-skills/">klc.edu.sg/education-care-giving/empowering-preschool-educators-with-effective-communication-skills/</a>
MSL Consultancy	MSL OG Preschool Training Workshop	2 days	<a href="http://www.msl-orton.com/preschool-course/">www.msl-orton.com/preschool-course/</a>
National Institute of Early Childhood (NIEC)	Collaborative Leadership	60 h	<a href="http://www.niec.edu.sg/courses/collaborative-leadership-adecl/">www.niec.edu.sg/courses/collaborative-leadership-adecl/</a>
	Effective Classroom Management & Behaviour Guidance for Inclusive Settings	14 h	<a href="http://www.niec.edu.sg/courses/effective-classroom-management-behaviour-guidance-inclusive-settings/">www.niec.edu.sg/courses/effective-classroom-management-behaviour-guidance-inclusive-settings/</a>
	Family-Teacher Communication and Collaboration	21 h	<a href="http://www.niec.edu.sg/courses/family-teacher-communication-and-collaboration/">www.niec.edu.sg/courses/family-teacher-communication-and-collaboration/</a>
	Instructional Leadership	60 h	<a href="http://www.niec.edu.sg/courses/instructional-leadership-adecl/">www.niec.edu.sg/courses/instructional-leadership-adecl/</a>
	Mentoring 101: Bringing Out The Best In EC educators	21 h	<a href="http://www.niec.edu.sg/courses/mentoring-101-bringing-out-the-best-in-ec-educators/">www.niec.edu.sg/courses/mentoring-101-bringing-out-the-best-in-ec-educators/</a>
	Strengthen Your Resilience: Managing Stress	7 h	<a href="http://www.niec.edu.sg/courses/strengthen-your-resilience-managing-stress/">www.niec.edu.sg/courses/strengthen-your-resilience-managing-stress/</a>
Rainbow Centre Training & Consultancy	Engaging with Children with Special Needs in the Early Intervention Context	8 h	Please email <a href="mailto:rctc@rainbowcentre.org.sg">rctc@rainbowcentre.org.sg</a> for enrolment or enquiries.
	Exploring the Needs of Children with Special Needs in the Early Intervention Context	8 h	

## ANNEX — Listing of Courses

TRAINING PROVIDER	COURSE TITLE	DURATION OF COURSE	CONTACT DETAILS
Social Service Institute	Resilience and Self-care for Social Service Professionals	2 days / 15 h	Please email <a href="mailto:socialserviceinstitute@ncss.gov.sg">socialserviceinstitute@ncss.gov.sg</a> for enrolment or enquiries.
	Understanding Singapore's Social Services — Singapore Social Compact (e-learning)	8 h	
	Understanding the Social Service Sector	3 h	
SPD	Identification and Classroom Management of Preschoolers with Learning Difficulties (ICMPLD)	3 days / 21 h	<a href="http://www.spd.org.sg/pre-school-classroom-management-workshops/">www.spd.org.sg/pre-school-classroom-management-workshops/</a>
SUSS	Valuing Diversity: Inclusive Early Childhood Care and Education	39 h	<a href="http://www.suss.edu.sg/courses/detail/ece509">www.suss.edu.sg/courses/detail/ece509</a>

# ANNEX — Individual Professional Development Roadmap (IPDM) Sample

## INDIVIDUAL PROFESSIONAL DEVELOPMENT MAP (IPDM)

1. Fill in how you will carry out your CPD activities
2. Track your progress

Name of Educator: Ms Sample						Occupational Title: Early Intervention Educator				
Plan							Log			
S/N	What competencies do I want to work on?			What do I want to learn?	Type of CPD	When do I do this?	What resources are needed?	CPD Date(s)	CPD Hours Completed or Reason(s) for not completing	Learning & Application
	TSC Category	TSC	TSC Proficiency Levels	Learning Goals	CPD Activity <sup>1</sup>	Month/Year	(e.g. Funding Support, Approval etc.)			
1	Child Learning and Development	Child Development Assessment	Lvl. 3 – Make adaptations to the learning environment and experiences based on information gathered about children’s development through observation and documentation	To be equipped with the skills and knowledge to support the learning and development of children aged 4-6	Creating a Self-Directed Learning Environment	Mar’ 22	Cost: \$326.35 (with GST) Funding support available from SSG	dd/mm/2022	14 hours	E.g. I will use ..... (knowledge / skills) to support xxxx (names of children) in ..... (eg. daily routines / activities) from term 2. E.g. I will use ..... (new methods) to interact with the children in my class / centre daily from term 2.
		Learning Environment Design	Lvl. 3 – Design quality indoor and outdoor learning environment according to children’s developmental milestones to engage children purposefully		Mentoring Sessions	Once a Term	Protected time for discussions with mentor	Ongoing	Approx. 1 hour per session	E.g. I will share ..... (my learning) with fellow Educators in my centre by end of term 2. E.g. I will apply ..... (takeaways) from my mentor in designing the learning environment of my classroom.
2										
3										

Signature of Educator and Date

Signature of Principal and Date

<sup>1</sup> CPD activity may include course based and non-course based training

# ANNEX — Individual Professional Development Roadmap (IPDM) Template

## INDIVIDUAL PROFESSIONAL DEVELOPMENT MAP (IPDM)

1. Fill in how you will carry out your CPD activities
2. Track your progress

Name of Educator:						Occupational Title:				
Plan								Log		
S/N	What competencies do I want to work on?			What do I want to learn?	Type of CPD	When do I do this?	What resources are needed?	CPD Date(s)	CPD Hours Completed or Reason(s) for not completing	Learning & Application
	TSC Category	TSC	TSC Proficiency Levels	Learning Goals	CPD Activity <sup>1</sup>	Month/Year	(e.g. Funding Support, Approval etc.)			
1										
2										
3										

\_\_\_\_\_  
Signature of Educator and Date

\_\_\_\_\_  
Signature of Principal and Date

<sup>1</sup> CPD activity may include course based and non-course based training

# ACKNOWLEDGEMENTS

We would like to thank the following partners for their support and contributions in the development and validation of the Continuing Professional Development Roadmap for Early Intervention Professionals.

## AUTISM RESOURCE CENTRE



## AWWA



## FEI YUE COMMUNITY SERVICES



## KK WOMEN'S AND CHILDREN'S HOSPITAL



## NATIONAL INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT



## NATIONAL UNIVERSITY HOSPITAL



## NTUC FIRST CAMPUS



## PAP COMMUNITY FOUNDATION



## RAINBOW CENTRE



## SOCIAL SERVICE FELLOW

June Tham

## SPD



## THYE HUA KWAN MORAL CHARITIES

