The Journey Towards Quality Birth-to-Three Curriculum: Narratives from Singapore

Monday, 18th February 2019

Geraldine Teo-Zuzarte & Angela Chng / Singapore / Feb 2019_Seychelles
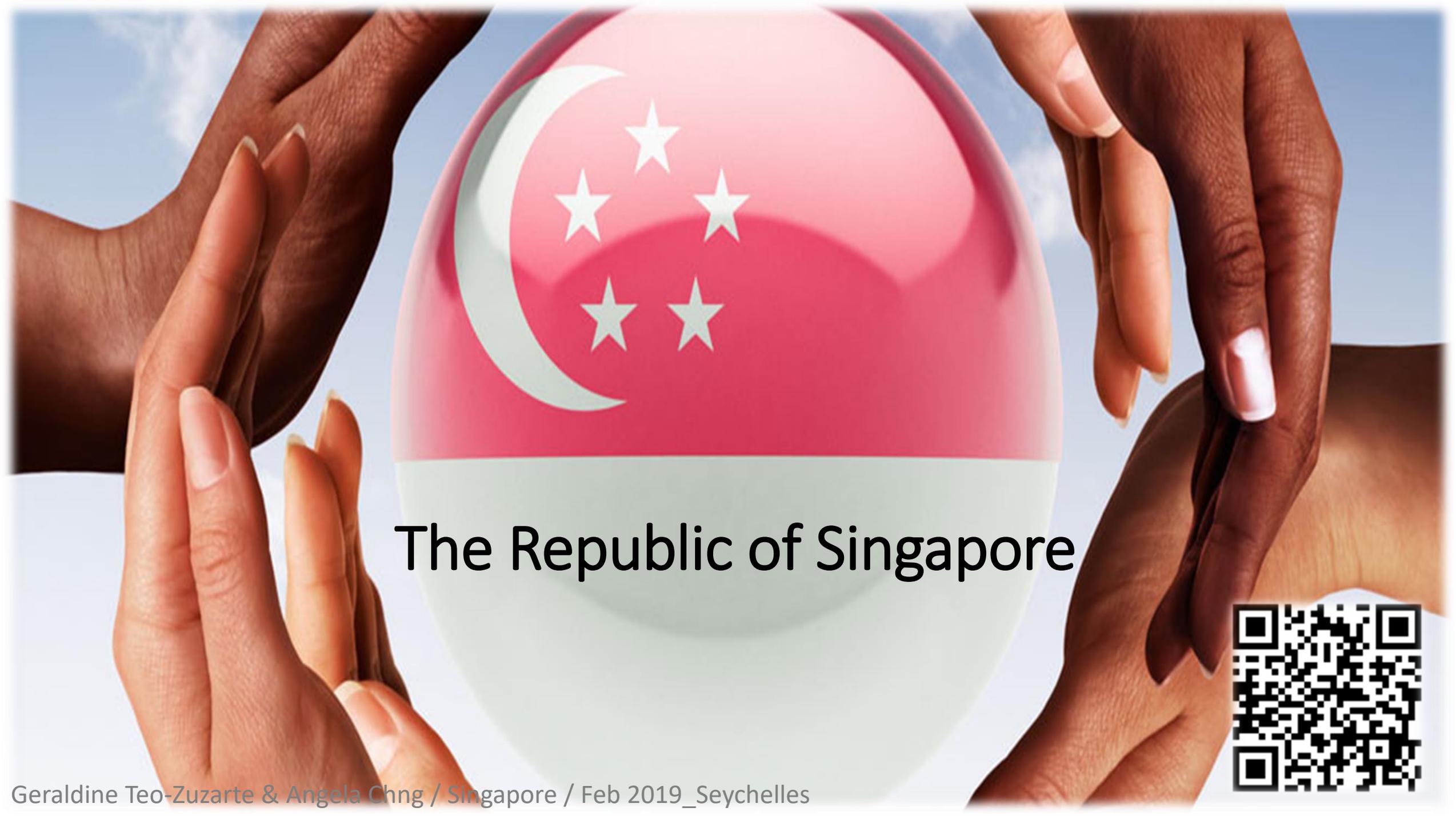
The Republic of Singapore

Early Childhood Education in Singapore

The Early Childhood Development Agency (ECDA) serves as the regulatory and developmental authority for the early childhood sector in Singapore, overseeing key aspects of children's development below the age of 7, across both kindergartens and child care centres.

ECDA is an autonomous agency jointly overseen by the Ministry of Education (MOE) and the Ministry of Social and Family Development (MSF), and is hosted under the Ministry of Social and Family Development.

ECDA was officially launched on 1st April 2013.

Early Childhood Development Agency Singapore

Professional Pathways for Early Childhood Educators in Singapore

The System of Quality Assurance

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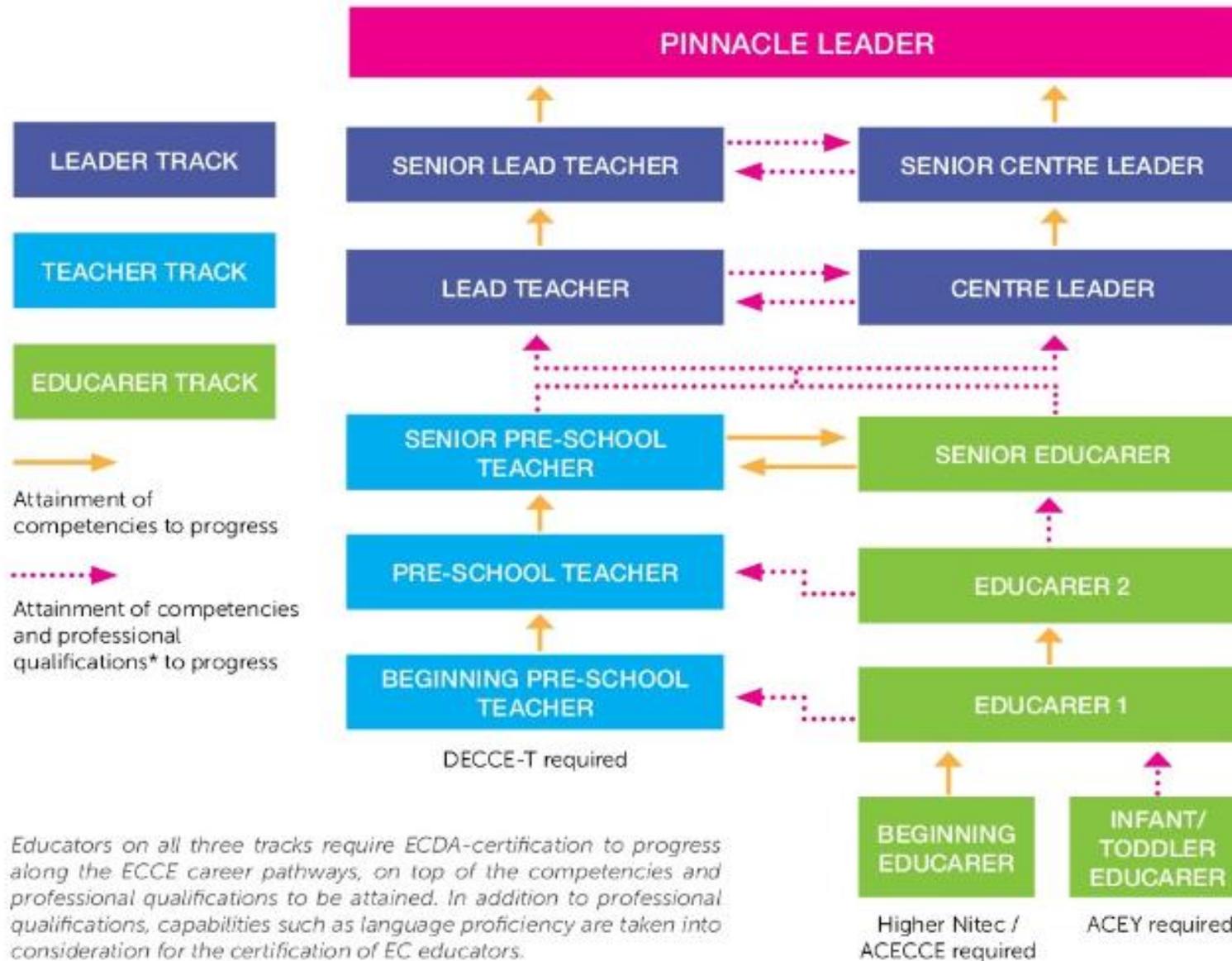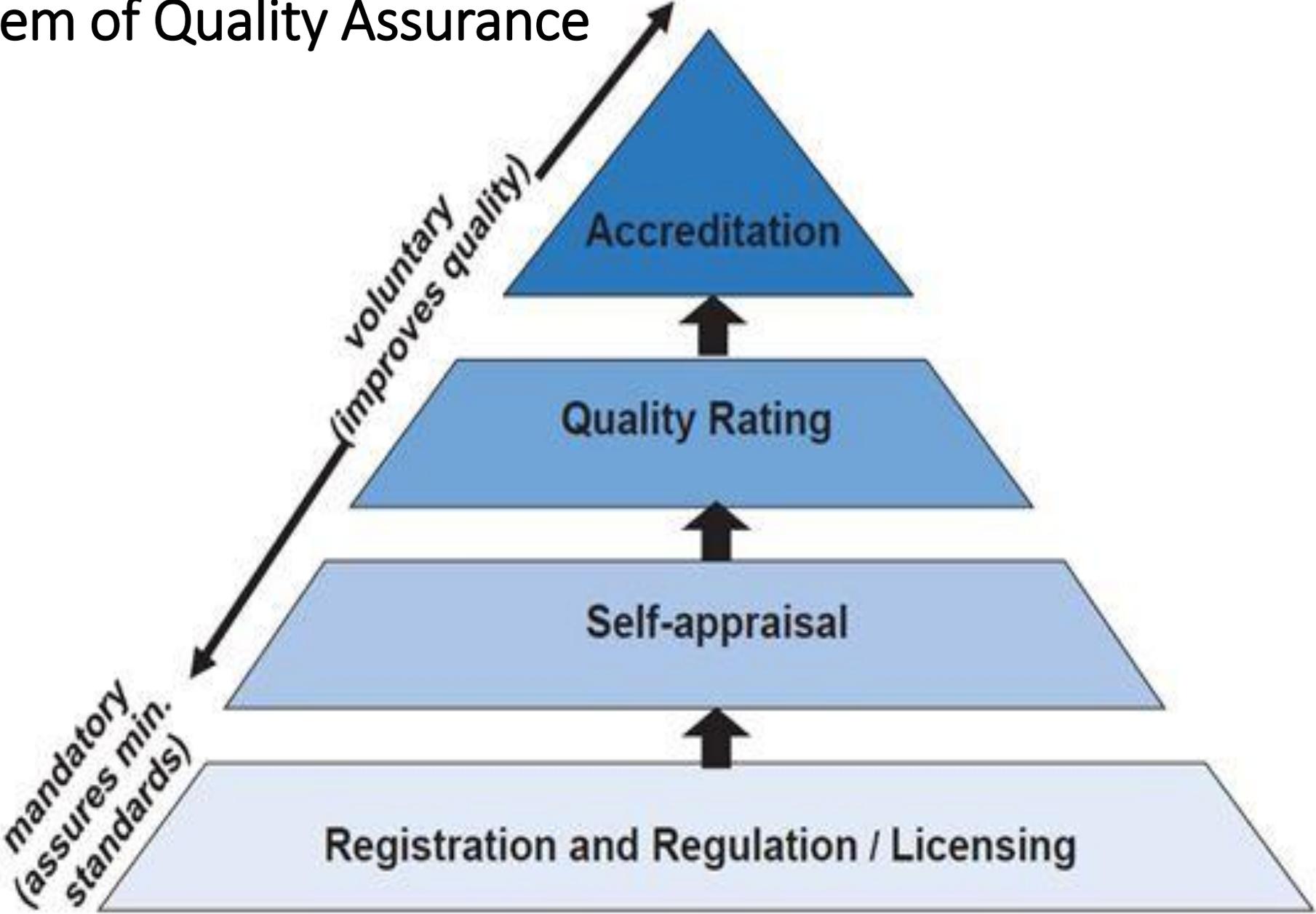
The commitment and investment of Early Childhood Education in Singapore

NEW EARLY CHILDHOOD DEVELOPMENT CENTRES BILL PASSED IN PARLIAMENT TO RAISE QUALITY OF PRE-SCHOOL SECTOR

CHILD CARE CENTRES AND KINDERGARTENS TO BE REGULATED UNDER A COMMON FRAMEWORK

28 February 2017

1.   Under the new Early Childhood Development Centres (ECDC) Bill that was passed in Parliament today, all child care centres and kindergartens will be licensed under the same regulatory framework to ensure more consistent and higher quality standards across the pre-school sector. This move is part of the Government's overall efforts to enhance the affordability, accessibility and quality of pre-schools in Singapore.

Areas include:

1. Statutory Approval
2. Staff Provision & Quality
3. Space, Facilities and Resources
4. Safety, Health & Nutrition
5. School Experience

2.1. Staff Requirement
(Extracted from p.7)
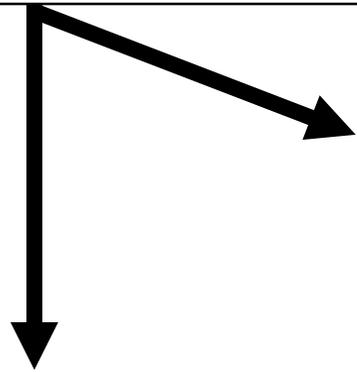
STATEMENTS	INDICATORS
2.1 STAFF REQUIREMENTS	

2.1.3

The centre has sufficient staff during non-programme hours.

Level	No. of Programme Staff	No. of Children
K2	1	30
K1	1	25
Nursery	1	20
Pre-Nursery	1	18
Playgroup	1	12

- The centre has at least 2 staff present, one of whom is a programme staff.

- At least one of these staff must have valid Child First Aid Certification (CFA) certification.

Suggested Documents
- *Staff's First Aid Records*
- *Self-Declaration form (for non-programme hours)*

For infant services only:

2.1.5

The centre meets the programme staff-infant ratio **during operating hours.**

Level	No. of Programme Staff	No. of Children
2 to 18 months	1	5

- The centre has at least 2 programme staff present during operating hours
- The centre has at least 1 trained infant educarer (IE) and 1 IE with Child First Aid (CFA) certification.
- The centre has a primary caregiver system to support the continuity and stability of care for infants

Suggested Document
- *Staff-Child Ratio Form*

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STATEMENTS	INDICATORS
3.1 INDOOR ENVIRONMENT	
3.1.4 The centre provides a comfortable environment for children and infant's learning and development.	• There is appropriate lighting for children and infants' learning and development. • There is good ventilation and air quality for children and infants' learning and routine care • Temperature is kept at a comfortable level • Noise level is moderated so that children and infants can learn in a conducive environment.
3.1.5 The centre has sufficient furnishings, equipment, resources and materials for children's learning, development and rest.	• There are sufficient resources for programmes in all key areas of learning and development so that children are meaningfully engaged at all times. • A rest place is provided for any child who is tired. • Mattresses are provided during resting periods for all children in full-day service.
3.1.6 The centre ensures that furnishings, equipment, resources and materials used by children are developmentally-appropriate, child-safe and in good working condition.	• Furnishings and resources are developmentally-appropriate for the children using them. • Furnishings and resources do not pose any health or safety risks.

3.1. Indoor Environment
(Extracted from p.11)

4.1. Safety Measures
(Extracted from p.15)

AREA 4: SAFETY, HEALTH AND HYGIENE	
STATEMENTS	**INDICATORS**
4.1 SAFETY MEASURES	
4.1.1 The centre ensures that children and infants are supervised at all times.	• Staff are attentive towards children's safety at all times. Staff are able to supervise children when they are at different spaces (including staircases and transition area). • Infants are supervised at all times, including nap time, and are brought to the activity area when they are awake.

| STATEMENTS	INDICATORS
4.3 HEALTH PRACTICES	
4.3.5 The centre has a set of written SOPs that impacts health of children and infants and is accessible by staff	• The SOPs that impact health of children and infant include: – Daily temperature-taking and visual health checks for children, infants, staff and visitors – Management and reporting in the event of an outbreak of infectious disease – Emergency contact tracing procedures – Management of haze situation – Guidelines on food handling – Guidelines for washing and disinfecting equipment such as toys and manipulatives – All special events and celebrations held in the centre involving the provision of food – Administration of medicine **Suggested Document** • *Self-Declaration Form for SOPs*
For infant services only: **4.3.6** The centre puts in place proper safety and hygiene procedures.	• The centre has sanitary procedures for diaper changing process • The centre has procedures for proper milk bottle sterilisation. • The centre has procedures for showering infants. **Suggested Documents** • *Diaper change procedures* • *Milk sterilising procedures* • *Showering procedures*

4.3. Health Practices
(Extracted from p.21)

5.2. Programme Plan
(Extracted from p.25)

STATEMENTS	INDICATORS
5.2 PROGRAMME PLAN	

5.2.3
 	
The centre's programme is balanced and developmentally appropriate. It provides a varied experience for every child.
	• The programme provides stability and order.
	• Every child is meaningfully engaged in the activities.
	• A varied experience may cover the following:
	  – Indoor and outdoor experiences
	  – Active and quiet play, structured and free play
	  – Rest and routine care period and meal time
	  – Large groups, small groups and individual activity time
	  – Learning experiences outside the centre
	• Gross motor activities are carried out
	  – For full day services: 1 hour daily, with at least 30 minutes outdoors or 45 minutes thrice weekly outdoors or equivalent
	  – For half day services, 30 minutes thrice weekly, with at least one session outdoors or equivalent
	  – If the centre has no access to a suitable outdoor space, the children are brought outdoors at least once a week
	
	Suggested Documents
	  • *Daily programme schedule*

The System of Quality Assurance

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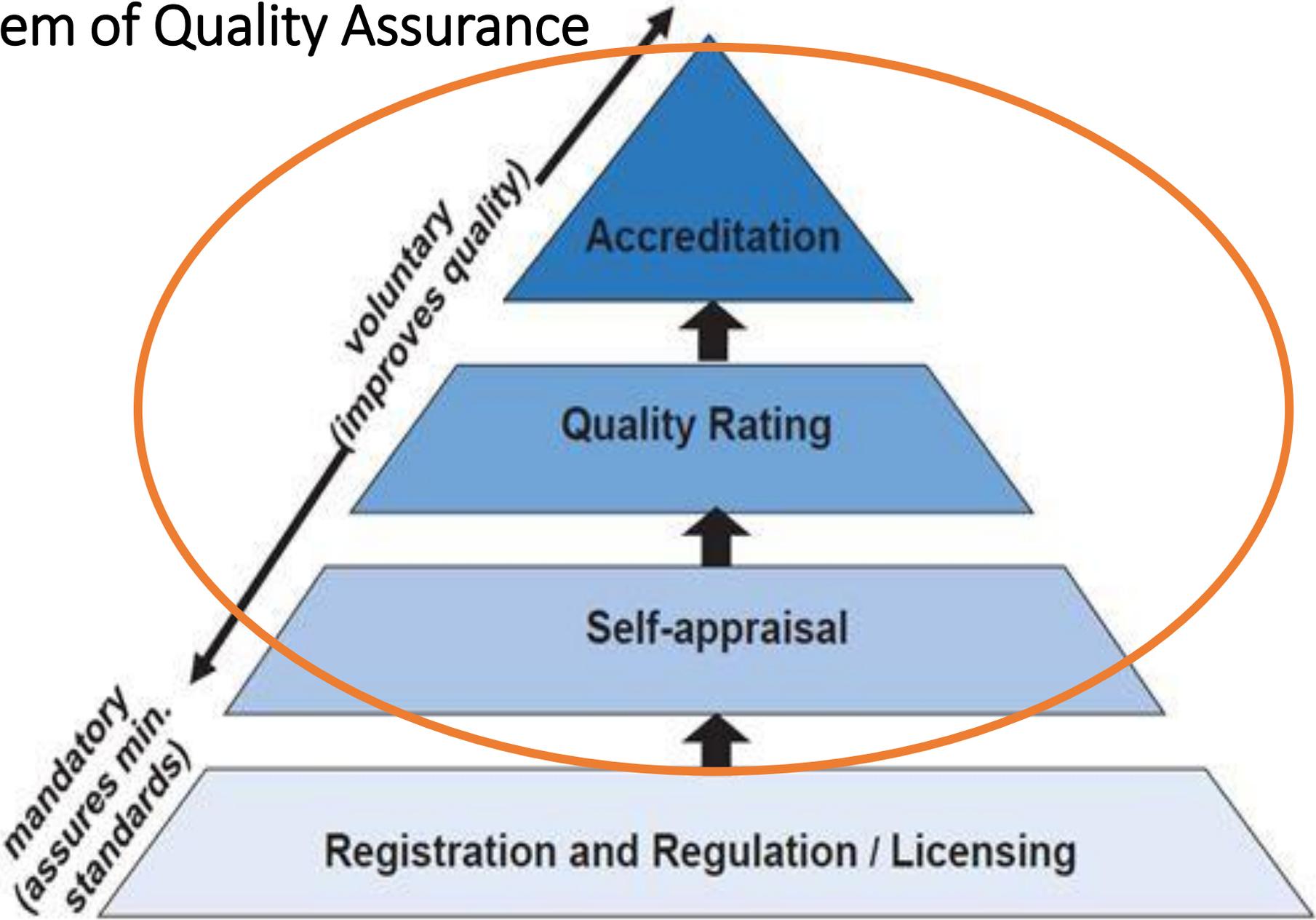
SPARK Singapore Preschool Accreditation Framework

Monitoring & Evaluation

STRUCTURE

Leadership

Planning & Administration

Staff Management

Resources

PROCESS

Curriculum

Pedagogy

Health, Hygiene & Safety

OUTCOMES

Holistic Development

Eagerness to Learn

Child's Well-Being

Review & Feedback
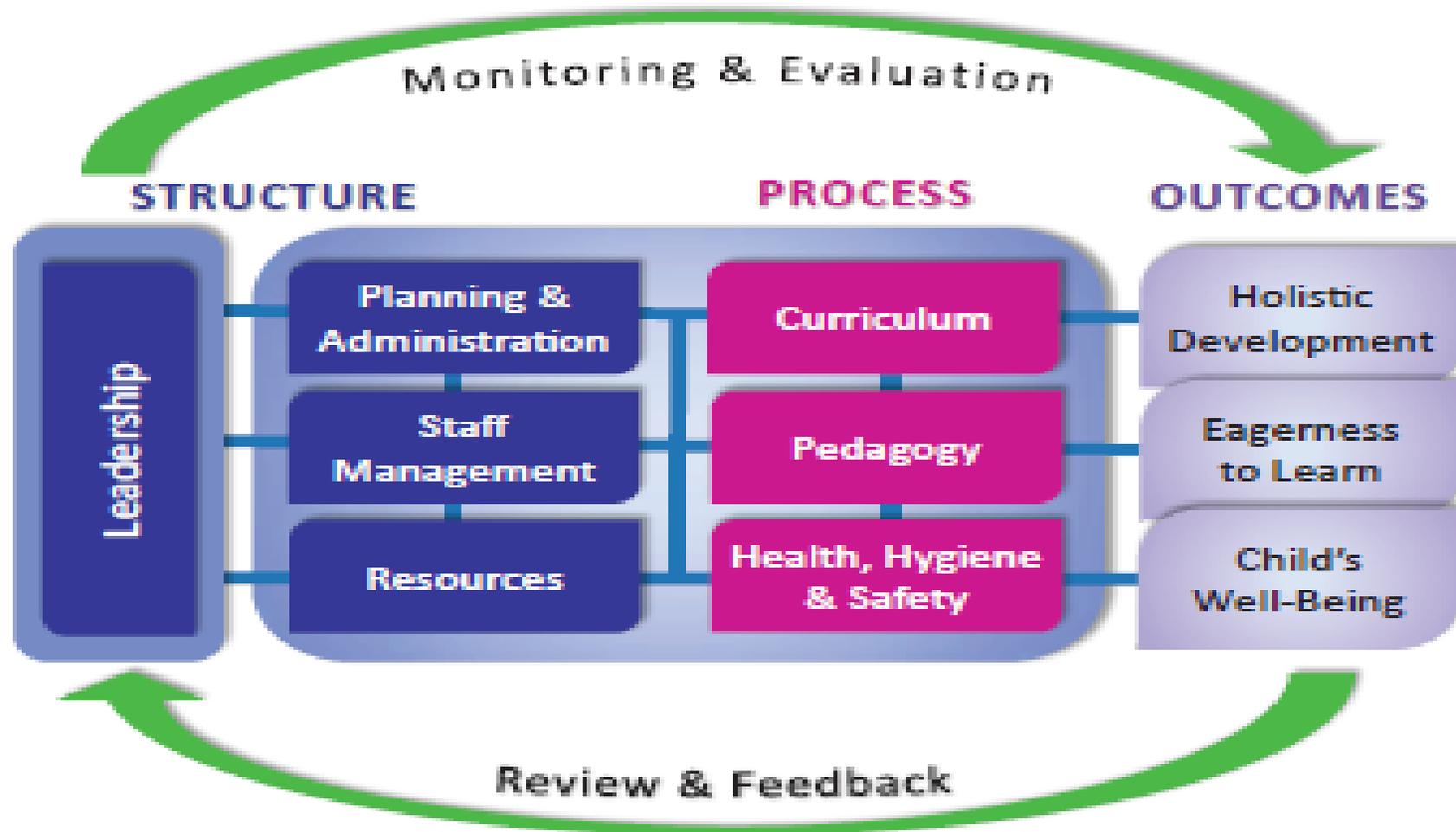
We're an NTUC Social Enterprise

We're all for good

Good comes in more ways than one. We're a collective made up of many social enterprises, serving many different purposes, for one good reason. You.

The NTUC social enterprises were set up to serve the interests of not only the working people, but also the broader interests of the Singapore community.

FairPrice   Foodfare   income

ntuc Health   ntuc First Campus   ntuc LearningHub   Link

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Our Portfolio

NTUC First Campus

Updated: As at Jan 2019

my first skool	little SKOOL HOUSE	The Caterpillar's Cove Child Development and Study Centre	afterschool by NTUC First Campus	SEED institute An ntuc Training Institute
1977	1994	2007	2016	1989

NTUC First Campus
Singapore

NFC 2025 Vision:

To be a thought and practice leader in the development and care of young children, partnering working families in every Singapore neighbourhood.

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Our curriculum in 0-6 continuum provides progressive development across the age groups

Childcare Services

Infant Class	Toddler Class	Playgroup / Nursery	Kindergarten Class
2 – 18 months	18 – 36 months	3 – 4 years old	5 – 6 years old

Curriculum

Relationships-Based Curriculum (Bilingual) ➤

Skool-Ready Curriculum (Bilingual) ➤

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Full-day programme provides seamless and immersive bilingual learning experiences

7 am

9 am

10 am

11 am

4 pm

5 pm

7 pm

Mealtimes

Structured Curriculum

Routines & Transitions

Group Experiences and/or Discussions

Learning Centres

Motor Skills Development

Music and Movement Experiences

Well-paced programme caters for children with specific learning abilities
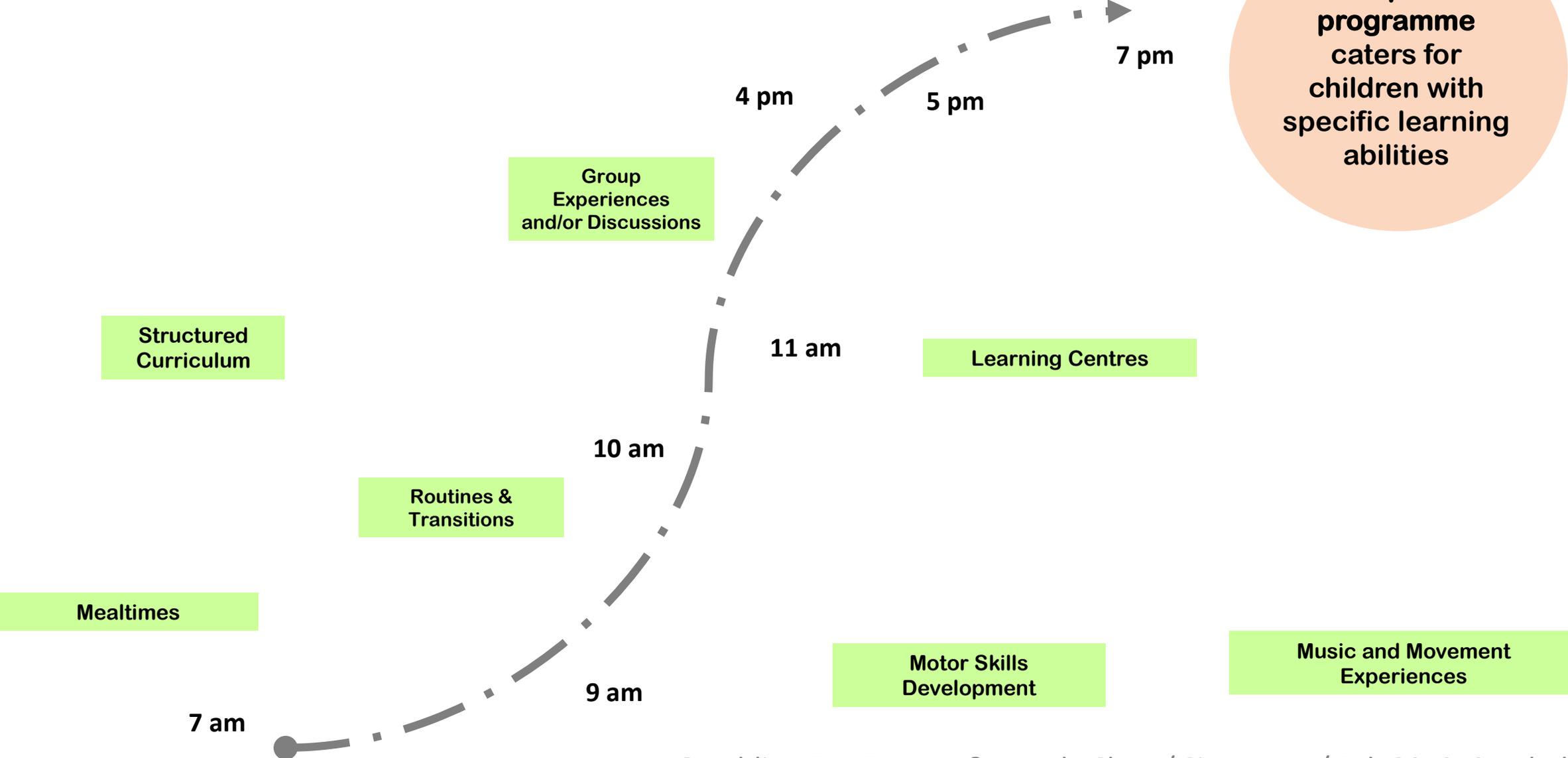
Overall Design of the Curriculum

The curriculum is premised on a **Plan, Do and Review** model in keeping with current views that all curriculum decisions have to be based on children's development.

Educators observe and plan appropriate activities / experiences which are interesting and challenging for children.

Importance of Early Years (0-3)

Human Brain Development
Synapse Formation Dependent on Early Experiences

What **Neuroscience** is telling us*:

- Critical window of development
- Brain development increases through **positive experiences**
- Close relationships foster development
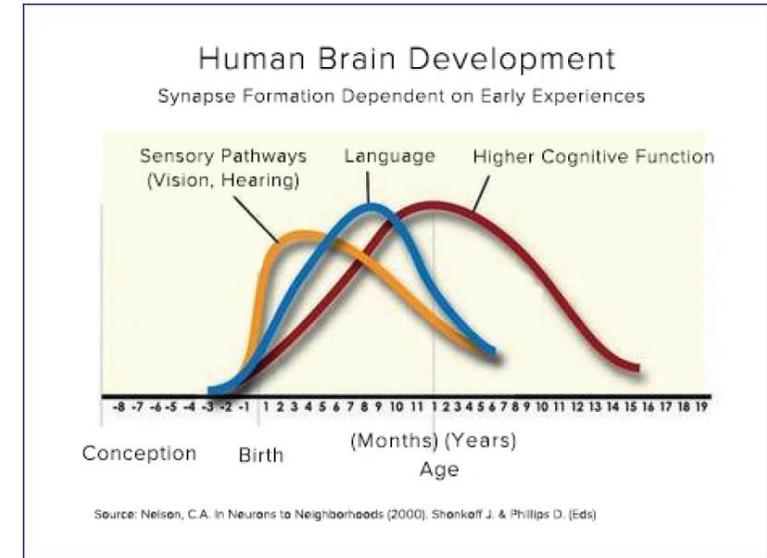
NFC's Relationships-Based Curriculum (RBC)

- Emphasis on the attachment, i.e. bonding between infant and educator
- Recognise the importance of bonding with the family
- Primary caregiving as mode for developing attachment and trust

*Center on the Developing Child at Harvard University, 2010; Early Head Start National Resource Center, 2012; Lally, 2009, 2010; McCain, Mustard, & Shanker, 2007; National Institute of Child Health and Human Development Early Child Care Research Network (NICHD ECCRN), 2005; National Scientific Council on the Developing Child, 2011; OECD, 2002, 2006, 2007; Shonkoff, 2007; Shonkoff & Phillips, 2000; Shore, 1997

NTUC First Campus Relationships-based Curriculum
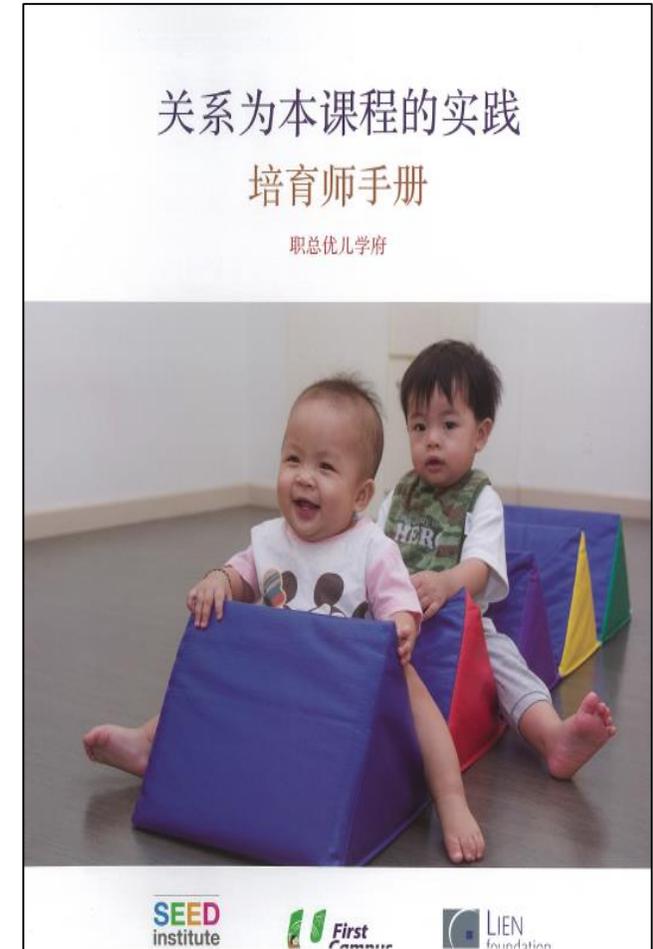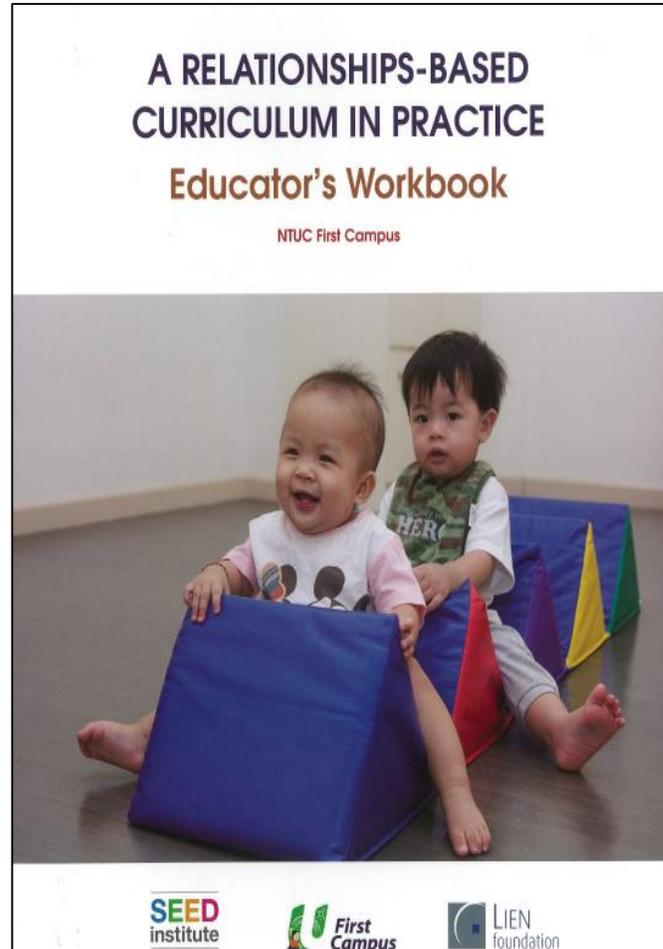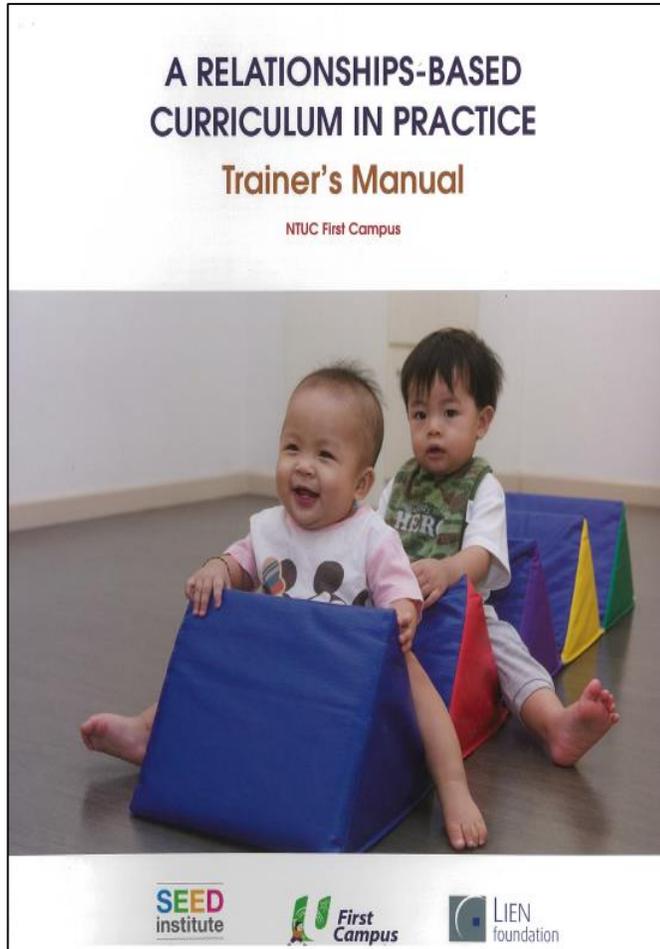
Quality Curriculum

- Our **task as ECE professionals is not just to keep children safe, but also to positively contribute to who they are and who they become**. This means providing a quality early childhood curriculum. Whatever we do with curriculum, there is a single way of knowing its effectiveness, the final test – children's well-being and involvement (Laevers, 2004).

- **Children are seen as curious and resourceful, able to explore, discover, and learn together with peers, the educators and families**.

Modules for Teacher Training

The eight modules are:

Module 1	Principles and Practices
Module 2	Domains of Development
Module 3	Developmental Learning Outcomes
Module 4	Observation
Module 5	A Relationships-Based Curriculum
Module 6	Curriculum Plan, Do and Review
Module 7	How Children Learn Through Play
Module 8	Supporting and Managing Children's Behaviour

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Principles on which the curriculum Birth-to-three is based:

Developed for a range of staff qualifications including minimally trained staff

Chinese and English teachers work together

Up-to-date child development and content reviews 8 important topics.

Content is presented at the most basic level possible.

Content is user friendly

Includes up-to-date content, case studies, questions, quizzes tasks, is really linked to the educator's work place

Uses a basic Plan, Do and Review approach. Observations Fundamental to teaching

Use of Primary Caregiving Approach – Infants/Toddlers

- Draws on Primary Caregiving Research Book

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Based on Observing Children

- Observing children is fundamental to the curriculum.

- Planning activities based on observation.

- Using Active Involvement and Well-being as the prime outcomes of the curriculum.
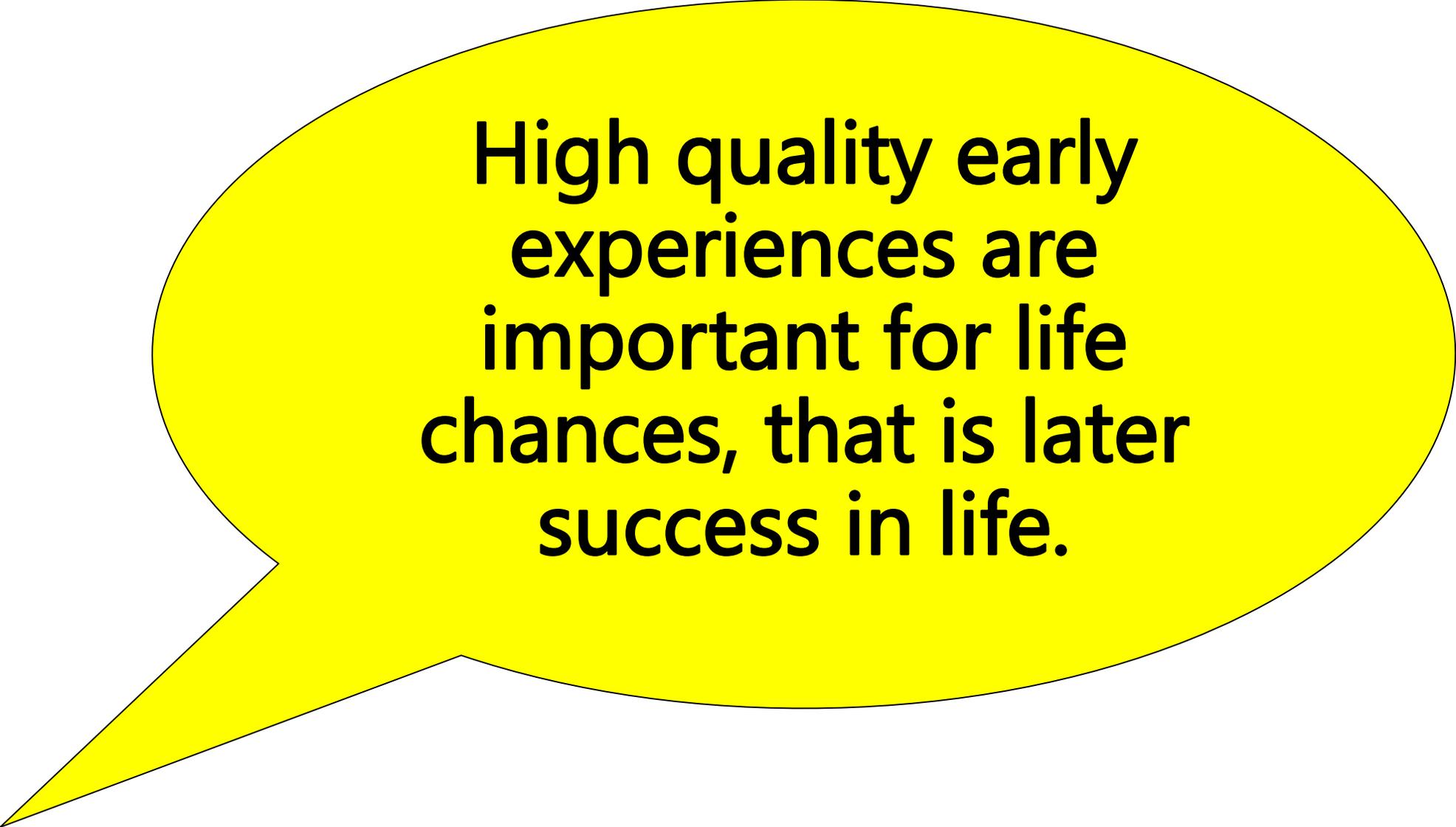
A Research Study on Secure Attachment Using the Primary Caregiving Approach

Marjory Ebbeck, Dora Mei Yong Phoon, Elizabeth Chai Kim Tan-Chong, Marilyn Ai Bee Tan & Mandy Lian Mui Goh

VOLUME 43, NUMBER 3   MAY 2015

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Journal

Springer

Early Experiences Matter: A Relationships-Based Curriculum for the Birth-to-Three Age Group

Marjory Ebbeck, Sheela Warrier & Mandy Goh

ONLINE FIRST

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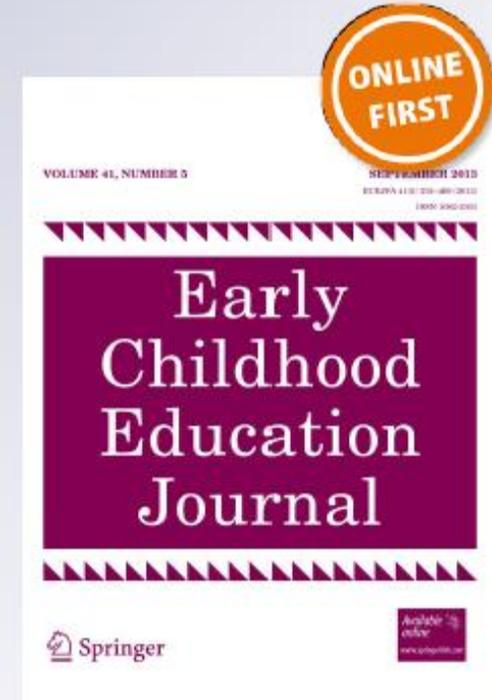
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