SKILLS FRAMEWORK FOR EARLY CHILDHOOD
SKILLS MAP - LEAD LEARNING SUPPORT EDUCATOR

Sector	Early Childhood
Track	Learning Support
Occupation	Learning Support Educator
Job Role	**Lead Learning Support Educator**
Job Role Description	The Lead Learning Support Educator guides the team on the calibration of assessment on children's learning needs, especially on more complex cases which require deeper observations and analysis. He/She also oversees, develops and reviews appropriate intervention plans that are in line with the children's individual education plan, and monitors the progress of his team in implementing interventions. He/She also supports and mentors his colleague and participates in their resourcing.

	Critical Work Functions	Key Tasks
Critical Work Functions and Key Tasks	Plan curriculum and programmes	Guide the conduct of screening and assessment of children's strengths and needs according to their developmental milestones
		Guide case formulation
		Endorse case notes
		Evaluate appropriate recommendation of packages independently based on case notes
		Lead the presentation of screening outcomes
		Drive implementation of appropriate health, safety, nutritional and hygiene standards and procedures at the Centre
	Deliver interventions	Lead the conduct of baseline assessments
		Review development of individual education plan and appropriate teaching materials
		Evaluate quality of support delivery based on the needs of the child, appropriate methods and tools to meet the diverse needs of the children and intensity required for each package
		Coach colleagues in developing and refining collaboration strategies on teaching and classroom management with teachers to increase children's participation in the class
		Review post-screening reports for children who have completed interventions
		Review refinement of methods and materials based on effectiveness evaluation
		Lead the enhancements of existing processes that document children's learning progress, goals and family outcomes with mainstream preschool teachers
		Endorse end of intervention report
	Collaborate with families and stakeholders across disciplines	Refine Centre-based activities with mainstream preschool teacher to ensure that strategies are generalised back into the classroom
		Lead implementation of Centre partnership strategies with families and caregivers to enhance children's learning results
	Manage family and community programmes	Review family and community programmes and initiatives
		Plan the enhancements of programmes and initiatives at Centre-level, cross-Centre level and Centre-family-community level

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		Drive the development of new promotional activities of Early Intervention programmes and services
	Uplift professional practice of Learning Support	Drive professional development and service quality improvement activities
		Implement new learning support intervention methods, tools and assistive technologies based on emerging Learning Support and sector trends
		Mentor juniors to improve work performance
		Foster a culture of staff's reflection to uplift the professional practice
		Oversee conceptualisation of inquiry projects
		Manage data collection activities across the Centre
		Identify the implications of the inquiry findings to lead development of new teaching and intervention practices
		Review new teaching and intervention practices based on inquiry findings

	Technical Skills and Competencies		Critical Core Skills (Top 5)	
Skills and Competencies	Child Observation	Level 4	Building Inclusivity	Advanced
	Child Safety and Protection	Level 4	Collaboration	Advanced
	Child Screening and Assessment	Level 5	Customer Orientation	Advanced
	Classroom Management and Guidance of Children's Behaviour	Level 4	Developing People	Intermediate
	Coaching and Mentoring for Educators	Level 3	Sense Making	Advanced
	Collaborative Practices with Stakeholders across Disciplines	Level 5		
	Community Partnership	Level 5		
	Data and Information Management	Level 5		
	Diversity and Inclusion	Level 4		
	Early Intervention Principles and Practices	Level 5		
	Ethical Conduct and Professional Integrity	Level 4		
	Family and Caregiver Engagement	Level 4		
	Health, Hygiene and Nutrition for Children	Level 5		
	Interaction and Relationship	Level 4		

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	Learning Environment Design	Level 5		
	Learning Support Session Planning and Implementation	Level 5		
	Practitioner Inquiry	Level 5		
	Professional Advice and Engagement	Level 4		
	Reflective Practice for Educators	Level 5		
	Resilience and Self-care	Level 4		
	Situation Management with Families and Community	Level 4		
	Social Service (Early Intervention) Programme Development and Implementation	Level 4		
	Staff Communication and Engagement	Level 4		
	Staff Continuous Learning	Level 4		
Programme Listing	For a list of Training Programmes available for the Early Childhood sector, please visit: www.skillsfuture.gov.sg/skills-framework/earlychildhood			

The information contained in this document serves as a guide.

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