TSC Category	Professional Practice and Development					
TSC	Reflective Practice for Educators					
TSC Description	Engage in regular reflection to continuously improve professional practice					
TSC Proficiency Description	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
		ECC-PPR-2023-1.1	ECC-PPR-3023-1.1	ECC-PPR-4023-1.1	ECC-PPR-5023-1.1	ECC-PPR-6023-1.1
		Reflect on the impact of one's beliefs, values and actions to adapt practice accordingly, with guidance from colleagues	Engage in a systematic reflection to critically evaluate one's beliefs, values and practices against child development theories and pedagogical knowledge to improve practice	Lead reflective practice efforts to bring about improvements in practice	Foster a culture of reflective practice through providing opportunities for reflection and sharing in the Centre to improve professional practice	Enhance structures and processes to provide relevant training on continuous professional learning and improvement through reflective practice
Knowledge		• Cycle of reflective practice • Concept of self-in-relation-to-others • Self-assessment and self-monitoring techniques • Personal beliefs, values and their impact on children, families and professional activities • Ethical principles and codes of practice • Learning goals and outcomes for children	• Professional development requirements governing one's professional practice • Methods to identify areas for improvement in professional development and practice • Training resources for professional development • Theories and methods for reflective analysis • Goal setting techniques	• Methods to evaluate professional effectiveness in professional practice • Dilemmas and conflicts arising from professional practice • Resources on reflective practice • Types of evaluation tools • Peer sharing session principles	• Guidance methods for reflective practice • Structures for reflective practice • Learning styles and theories on reflective practice • Strategies to encourage reflective practice • Training and development strategies • Principles of awareness of one's skills and thinking processes	• Factors to develop a learning organisation culture • Strategies for working in partnership with individuals and key stakeholders to enable development and enhancement of professional knowledge and practice • Emerging tools and strategies to aid educators in reflective practice • Latest frameworks on Early Childhood theories and pedagogical practices • Learning communities and professional networks
Abilities		• Recognise impact of individual attitudes, values, and beliefs on	• Engage in systematic continuous process of analysing daily practice to identify what drives	• Assess impact of own actions and experiences on	• Create a collaborative environment to encourage and facilitate reflection on	• Create a climate of accountability and commitment for self-improvement

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		children's learning and development • Identify limitations relating to current professional competence and areas for improvement • Seek feedback from colleagues and supervisors on professional development • Reflect on one's actions to learn from experiences and improve future practice	children's learning and development • Identify own developmental needs to acquire additional competencies for effective professional practice • Plan learning and development according to professional requirements • Seek supervision, consultation and relevant trainings	children, families and colleagues • Evaluate the strengths, weaknesses and professional development needs of self and colleagues • Guide colleagues to develop a deeper awareness of their own beliefs and values through documentation • Mentor colleagues to look at things from multiple perspectives to improve practice and enhance learning for children • Guide colleagues in conducting continuous cycle of monitoring practice and consciously applying the lessons learnt in practice • Establish development plans to meet own and other educators' development needs and professional effectiveness goals • Share approaches for professional development and goal setting with colleagues • Support educators' collaboration in reflective practice to achieve Centre's learning goals • Analyse evaluation results	broader issues that influence professional practice • Support staff's critical reflection in day-to-day operation • Encourage staff to question own and others' practices to improve children's learning and development in the Centre • Reflect on own efforts in continuous learning and reflective practice • Evaluate the effectiveness of training and resources available to meet professional development needs • Develop frameworks and action plans for improving professional practice • Implement strategies on being aware of one's skills and thinking processes to enhance staff's competencies in reflective practice	• Review processes periodically to support an environment that encourages reflection and continuous improvement in professional practice • Provide training across Centres on improving skills on reflective practice

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