TSC Category	Child Learning and Development					
TSC	Diversity and Inclusion					
TSC Description	Implement diversity and inclusive practices and strategies to raise awareness and ensure meaningful participation for all children					
TSC Proficiency	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
	ECC-PPR-1017-1.1	ECC-PPR-2017-1.1	ECC-PPR-3017-1.1	ECC-PPR-4017-1.1	ECC-PPR-5017-1.1	ECC-PPR-6017-1.1
	Comply with the principles of diversity and inclusion in daily interactions and conduct of activities with children, under guidance	Apply principles of diversity and inclusion in interactions and implementation of activities for children	Mentor educators to apply principles of diversity and inclusion in the interactions and activities for children	Promote the importance and integration of diversity and inclusion in the interactions, design and conduct of programmes and activities for children within the Centre through guiding and evaluating developmentally appropriate child supervision strategies and guidance techniques to cater to children's diverse needs	Engender a culture of diversity and inclusion in the Centre through curriculum leadership, staff training and partnerships with stakeholders	Review structures, processes and approaches and provide relevant teacher training to enable diversity and inclusion in children's learning, interaction and activities
Knowledge	• Centre's practices and principles for diversity and inclusion • Social, cultural and linguistic diversity of children • Strategies to promote positive interactions among children of different social, cultural and linguistic diversity • Children's developmental milestones • Characteristics of developmental and learning needs	• Definition of diversity and inclusion in the context of early childhood • Centre's practices and principles for diversity and inclusion to cater to diverse needs of children • Characteristics of developmental and learning needs • Methods of interactions with children of different development conditions, social, cultural and linguistic diversity	• Impact of children's developmental conditions, social, cultural and linguistic diversity on their learning abilities and wellbeing • Range of childhood diversity and inclusion issues • Differentiated instruction and assessment methods • Policies and procedures to deal with discriminatory behaviours	• Centre's curriculum frameworks and learning programmes • Range of teaching methods • Organisational practices in diversity, philosophical underpinnings and applications in professional practice • Methods to promote diversity and inclusion • Implications of stigma, discrimination and exclusion	• Centre-wide inclusion strategies and methods • Centre processes that contribute to an inclusive education • Supports to ensure children's diversified backgrounds and needs are valued • Home and community involvement in promoting diversity and inclusion for children	• Trends and leading practices in promoting diversity and inclusion at a national level • National or international frameworks to promote inclusion in early childhood education • National policies and evaluation systems that support inclusion in early childhood education
Abilities	• Demonstrate awareness of children's diversified background and needs • Recognise Centre's diversity and inclusion guidelines	• Apply Centre's diversity and inclusion guidelines • Identify each child's individual strengths and needs in day-to-day interaction	• Interpret children's diversified backgrounds and needs • Associate the possible issues and impacts of children's diversified	• Review curricula design, teaching methods, and practices to ensure it reflects inclusion and diversity	• Develop strategic plans for diversity and inclusion for the organisation • Develop guiding principles for curricula and learning	• Advocate and promote diversity and inclusion in early childhood across Centres • Develop structures and processes for Centres to incorporate inclusion into

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	• Recognise each child's individual strengths and needs in day-to-day interactions	• Identify children's different background and needs and adjust activities to take into account differences • Communicate with families to understand diverse backgrounds and needs of children	backgrounds and needs on their learning abilities • Integrate knowledge of children's diversified backgrounds and needs to adjust activities and lesson plans • Make individualised modifications or adjustments so children can participate meaningfully with peers. • Mentor the other educators on applying inclusion strategies and creating inclusive activities for the children • Guide staff to embrace a variety of teaching methods to cater to the diversified background and needs of children	• Guide staff to embrace a variety of teaching methods to cater to the diversified background and needs of children • Address any discrepancies in diversity and inclusion by making changes to learning programmes and teaching methods • Monitor children's development to identify any individual needs • Build collaborative relationships with families and the community to understand the diversified backgrounds and needs of children	programmes that meet the diversified backgrounds and needs of children • Plan and construct learning environments to ensure that the diversified backgrounds and needs of the children are met • Plan ongoing training, coaching and mentoring approaches for the staff to instil a culture of diversity and inclusion • Develop plans to engage family and community on a systematic basis to foster inclusive mindsets and attitudes	daily interaction and activities with children • Review structures and processes for Centres to incorporate inclusion into daily interaction and activities with children • Develop training, coaching and mentoring frameworks on inclusive practices for educators across the Centres • Propose improvements to diversity and inclusion policies and best practices in early childhood • Drive organisational initiatives to influence attitudes towards diversity and inclusion in early childhood

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