TSC Category	Professional Practice and Development					
TSC	Practitioner Inquiry					
TSC Description	Undertake systematic and data-driven investigations with other professionals to reflect, evaluate and innovate to improve their professional practice					
TSC Proficiency	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
		ECC-PPR-2021-1.1	ECC-PPR-3021-1.1	ECC-PPR-4021-1.1	ECC-PPR-5021-1.1	ECC-PPR-6021-1.1
		Support practitioner inquiry with guidance from colleagues	Participate in practitioner inquiry with guidance from colleagues	Conduct inquiry projects through guiding colleagues to conduct inquiry on their practice based on identified topics	Oversee inquiry projects in the Centre by harnessing research findings to review, innovate and design the curriculum and pedagogical approaches	Drive culture of practitioner inquiry, structures and processes to enable and equip educators with the tools for practitioner inquiry across Centres
Knowledge		• Centre's guiding principles on practitioner inquiry • Benefits of practitioner inquiry • Sources of data that can be used to support inquiry	• Importance of carrying out practitioner inquiry to enhance children's learning, development and behaviour • Cycle of practitioner inquiry • Different methods of practitioner inquiry • Data collection methods • Basic quantitative and qualitative data analyses	• Evidence-based research concepts and methodologies • Data management and techniques • Strategies to guide colleagues in conducting inquiry • Resources on practitioner inquiry	• Structures and approaches of practitioner inquiry • Centre policies and procedures supporting different forms of small-scale practitioner inquiry • Available grants and funding schemes that support practitioner inquiry • Training programmes on practitioner inquiry	• Global trends and leading practices in practitioner inquiry in Early Childhood education • National and international frameworks on practitioner inquiry in Early Childhood education • Professional learning communities
Abilities		• Assist in data collection to support colleagues' inquiry • Participate in colleagues' inquiry as a collective responsibility • Support Centre's review in identifying areas of improvement for practitioner inquiry	• Carry out a systematic approach to practitioner inquiry • Collaborate and discuss with colleagues to identify possible action strategies • Identify areas of improvements based on observations • Identify the appropriate tools of inquiry and data collection methods • Consolidate the data collected to support analyses of one's practice	• Guide colleagues to identify possible action strategies to address their research questions • Provide support to colleagues carrying out inquiry-based research • Recommend appropriate data collection methods • Guide colleagues to manage and analyse the data collected to inform about findings • Evaluate the action strategies implemented • Formulate possible explanations, curricular and pedagogical	• Build a culture of practitioner inquiry within the Centre • Develop support systems within the Centre to engage educators in conducting inquiry • Encourage and support teacher collaboration in practitioner inquiry efforts • Harness the findings to design and review the Centre's curriculum • Develop pedagogical and curricular recommendations for	• Promote the importance of practitioner inquiry in Early Childhood across Centres • Drive organisational initiatives to promote practitioner inquiry as part of professional learning and sharing • Create professional learning communities across the Centres to support practitioner inquiry among the educators • Conduct training for educators on the latest practices regarding practitioner inquiry

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			• Plan and implement identified action strategies	improvements based on findings • Present the findings to colleagues and other stakeholders	the Centre based on research findings	

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