TSC Category	Early Intervention and Learning Support Development					
TSC	Learning Support Session Planning and Implementation					
TSC Description	Plan and implement Learning Support sessions to meet specific developmental and learning needs of children					
TSC Proficiency Description	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
			ECC-CLD-3007-1.1	ECC-CLD-4007-1.1	ECC-CLD-5007-1.1	ECC-CLD-6007-1.1
			Develop tailored Learning Support sessions to be implemented for children with developmental needs	Guide the planning and implementation of tailored Learning Support sessions for children with developmental needs	Evaluate tailored Learning Support session plans for children with developmental needs	Drive the planning and development of strategies and endorse tailored Learning Support session plans for children across the Cluster
Knowledge			• Physical, social-emotional and cognitive development principles and stages • Principles of Individualised Education Plan (IEP) • Principles of holistic child development • Learning styles and developmental needs of a diverse group of children • Curricula adaptation and generalisation for individualised instruction in small and large group settings • Principles of differentiated instructions and application to the local pre-school educational settings • Framework for in-class support used in the Development Support and Learning Support (DS-LS) Programme • Outcomes of support provision and factors affecting them	• Theories about typical and atypical development • Factors contributing to children's growth, well-being and learning and development • Contemporary theories about environmental influence on early brain development and growth • Effective behaviour management techniques for children with developmental needs • Developmentally appropriate practice approach • Methods of reflective practice • Strategies to guide teachers in adapting quality learning environments for children in integrated classes • Role of learning environments that engages and motivates children's learning in integrated classes	• Current research and key trends of children's growth, well-being, learning and development • Best practices in managing the development of children with developmental needs • Relevant international frameworks for children with developmental needs • Strategies to evaluate effectiveness of learning environments for children in integrated classes based on the Centre's vision, mission and values	• Best practices in the Learning Support packages planning and implementation for children with developmental needs • Mentoring principles, guidelines and success factors • Early Childhood Development Centre's philosophy • Stakeholder management techniques • Current research and key trends on high quality pre-schooler learning environments • Techniques to drive the planning and development of strategies for quality learning environments for children in integrated classes across a Cluster • Strategies to champion quality learning environments for children in integrated classes in Centres within the Cluster

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			• Importance of adapting learning environments to support the curriculum			
Abilities			• Set IEP goals that are specific, measurable, achievable, realistic and time-bound to meet the developmental and learning needs of children • Participate in Case Filtering Meetings to represent educational perspective of child's assessment and engage other specialists • Apply evidence-based teaching and engagement strategies in planning and implementation of Learning Support sessions • Apply principles of holistic child development in the Learning Support session planning and implementation • Facilitate parent meetings to provide support and guidance • Integrate families and teachers into the Learning Support session planning and implementation • Apply understanding of social-emotional development of children to emphasise the importance of building a trusting relationship with a child • Implement in-class and pull-out support	• Plan tailored Learning Support sessions for children with developmental needs • Adjust expectations for child's learning success during implementation of Learning Support sessions • Translate the assessment of developmental stages of children with developmental needs into Learning Support session planning and implementation • Engage teachers in the planning and implementation of learning activities to generalise in-class support goals and strategies in the classroom • Provide inputs for behaviour management techniques of children with developmental needs in Learning Support session planning and implementation • Build emotional well-being of children in Learning Support sessions • Incorporate principles of holistic child development into the Learning Support session planning • Evaluate effectiveness of Learning Support sessions	• Review the Learning Support session planning and Centre-wide strategies for children with developmental needs for possible improvements • Evaluate the alignment of Learning Support session plans to the Centre's philosophy • Advise on the incorporation of findings from current research into Learning Support session planning • Advise on the adoption and adaptation of international frameworks for the design of Learning Support sessions • Review the outcomes achieved from Learning Support sessions conducted	• Drive the adoption of international best practices in the Learning Support session planning and implementation • Integrate innovative methodologies into Learning Support session planning and implementation • Form strategic collaborations with local and international educational establishments to share experience in the Learning Support session implementation and planning • Enhance strategies for quality Learning Support sessions for children across the Cluster • Formulate systemic and strategic long-term plans to review and improve the quality of the Learning Support sessions for children, aligned to Centre's teaching and learning philosophy and vision, mission and values for Centres within Cluster

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			• Apply developmentally appropriate practices to transfer skills taught from pull-out sessions to the classroom setting • Create secure environments for children in integrated classes to interact, learn and practise appropriate behaviours	• Guide the adaptation of learning environments to provide engaging, stimulating and challenging learning experiences for children in integrated classes		

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