

**Work Attachment (WA) Learning Objectives  
for Early Childhood Education Programme**  
*(effective for students matriculated from year 2019 onwards)*

**1. Introduction**

WA is an experiential learning opportunity for students to enhance their employment readiness and employability through a supervised work placement with a Host Organisation (HO) in Singapore or overseas.

Students are encouraged to take on WA opportunities relevant to their study disciplines or alternative pathways to gain valuable real-life work experiences and build up their interdisciplinary skills and competencies. SUSS students may refer to the WA Guidelines in the CEL Portal.

Students may be assigned multidisciplinary tasks and cross-functional projects. Where appropriate, students may seek the approval from Head of CDO for any reasonable departure from their WA approved job.

ECE students are to have completed and passed a 12-week Teaching Practice (10 CUs) before embarking on WA.

**2. Learning Outcomes**

Students are encouraged to take on work assignments that build on their programme-based knowledge and skills and competencies from the SkillsFuture Framework ([SSG | Skills Framework \(skillsfuture.gov.sg\)](https://www.skillsfuture.gov.sg/)).

Students are to note that the knowledge and skills learnt in the programme are useful in other industry sectors besides Logistics. See <https://www.skillsfuture.gov.sg/skills-framework#whicharethesectors>.

**(A) Programme-Specific Learning Outcomes**

a) Early Childhood Education (ECE) students are strongly encouraged to carry out their WA in varied settings other than local child care centres and kindergartens, such as museums, galleries, art studios, hospitals, aquarium, zoo, parks, and relevant non-governmental & governmental organisations.

b) Students are expected to carry out their WA in functional areas directly relevant to their enrolled field of study and they broadly include the following but not limited to:

- i. Creating quality learning environments for children
- ii. Interacting well with groups of children as well as individual children
- iii. Using clear, positive language and guidance strategies
- v. Fostering meaningful relationships with children and families
- vi. Designing and implementing culturally and developmentally appropriate curricula

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- vii. Applying understanding of child development and learning theories to guide and adapt teaching
- viii. Promoting children's executive functions and positive dispositions (e.g., focus, attention, perspective taking, curiosity, engagement, perseverance, reflectiveness)

The following set of learning outcomes is aimed at providing students with the opportunity to observe and apply broad-based ECE skills and concepts in real work-related contexts.

- i. Professional ethics
- ii. Continuous learning
- iii. Engage in organisational initiatives, activities
- iv. Be able to plan and organise activities for groups
- v. Understand the organisation's vision, mission and values
- vi. Be able to connect macro policy initiatives and organisational/centre based practices
- vii. Administrative skills
- viii. Analytical thinking
- ix. Critical reflection
- x. Problem-solving
- xi. Personal effectiveness
  - Manage time
  - Be organised
  - Communicate clearly to different audiences
  - Collaborate with colleagues

**(B) Generic Learning Outcomes**

The generic learning outcomes are aligned to the SkillsFuture Framework's critical core skills (CCS): [SUG | Critical Core Skills \(skillsfuture.gov.sg\)](#).

Students are strongly encouraged to develop these CCS (16 competencies; grouped into 3 clusters) that are most relevant to their specific roles during WA. The CCS are transferable and they serve to enhance students' employability.

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## Critical Core Skills (CCS)

