

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

1. Introduction

Work Attachment (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 Kinobi@SUSS.

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 functions.

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)).

(A) Programme-Specific Learning Outcomes

WA for ECE students requires students to focus on skills required beyond their classroom interactions (which would have been assessed during Year 1 – 3 field practicum), with the aim of preparing them for full-time employment in childcare centres/kindergartens. Students are expected to carry out their WA in functional areas directly relevant to their enrolled field of study. For Early Childhood Education students, the functional areas are jointly developed by the Early Childhood Development Agency (ECDA) and SkillsFuture Singapore (SSG), together with early childhood (EC) educators, employers, training providers, associations and unions.

These should build on the expectations spelt out in ECE490 Teaching Practice, includes but is not limited to the following:

- i. Developing the Child Holistically
- ii. Collaborating with Families and Community
- iii. Building Professional Capacity
- iv. Building Organizational Capacity

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The following set of learning outcomes aims at providing ECE students with the opportunity to develop professional competencies in public safety and security and apply concepts and techniques in organizational settings.

- i. Creates quality learning environment for children
- ii. Interacts well with groups of children as well as individual children
- iii. Uses clear, positive language and guidance strategies
- iv. Fosters meaningful relationships with children and families
- v. Designs and implements culturally and developmentally appropriate curricula
- vi. Applies understanding of child development and learning theories to guide and adapt teaching
- vii. Promotes children's executive functions and positive dispositions (e.g., focus, attention, perspective taking, curiosity, engagement, perseverance, reflectiveness)

Please refer to the Skills Framework ([SSG | Skills Framework \(skillsfuture.gov.sg\)](https://www.skillsfuture.gov.sg)) for an overview of the relevant occupation/job role description, skills requirement, and career pathways.

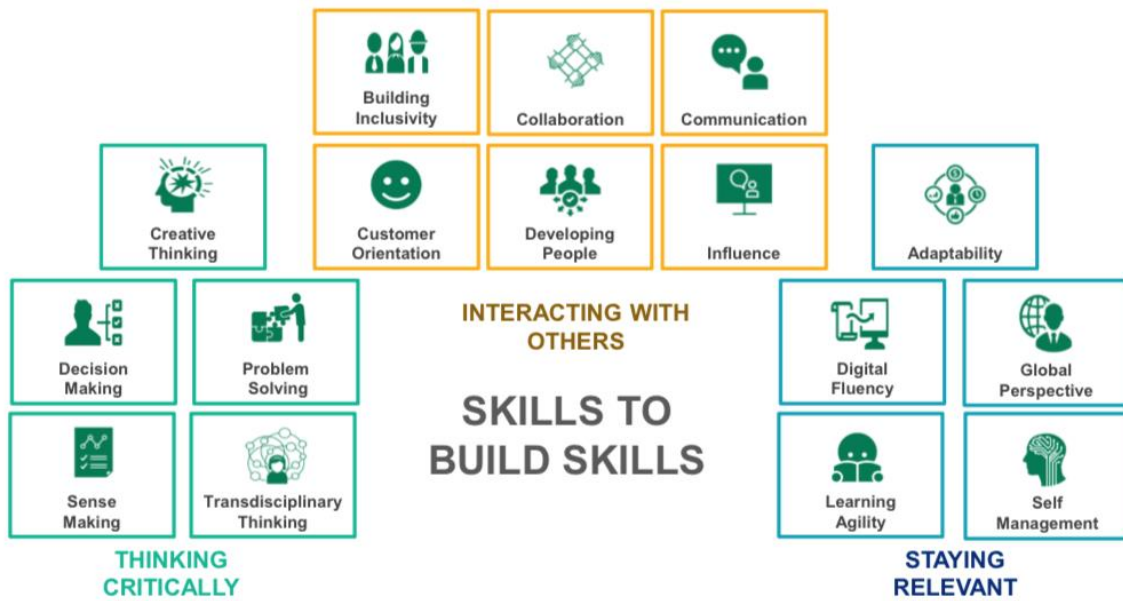
(B) Generic Learning Outcomes

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



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Particular emphasis will be placed on:

- **Mindset and Attitude:** The student is able to commit and embrace his/her responsibilities and assigned projects with positivity, self-initiative, and curiosity.
- **Experiential Learning:** Through journaling and reflection, the student is able to apply knowledge and competencies acquired effectively to the execution of work projects, processes, and responsibilities.
- **Critical Thinking Competencies:** The student is able to apply transdisciplinary thought process sensibly towards creative problem solving and decision making during their learning journey.
- **Interpersonal Competencies:** The student is able to inclusively collaborate, influence, and communicate within the diversity of their assigned teams to achieve optimal client satisfaction as well as collegial development amongst team members.
- **Staying Relevant:** The student is empowered with self-management skills and learning agility to embrace global perspectives and digital literacy to remain relevant despite rapidly changing industry landscapes.