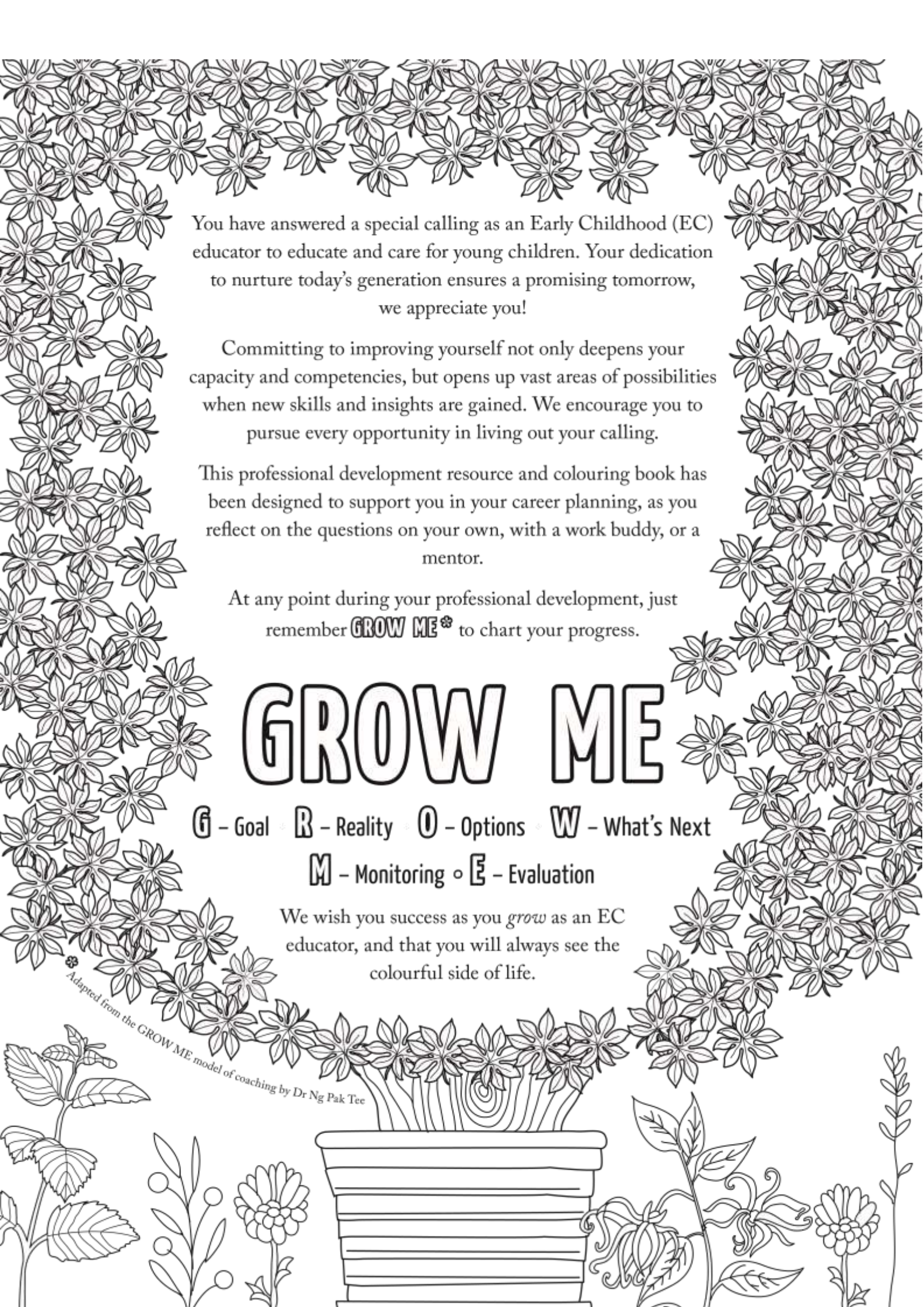




GROW ME

Professional Development
Resource and
Colouring
Book



You have answered a special calling as an Early Childhood (EC) educator to educate and care for young children. Your dedication to nurture today's generation ensures a promising tomorrow, we appreciate you!

Committing to improving yourself not only deepens your capacity and competencies, but opens up vast areas of possibilities when new skills and insights are gained. We encourage you to pursue every opportunity in living out your calling.

This professional development resource and colouring book has been designed to support you in your career planning, as you reflect on the questions on your own, with a work buddy, or a mentor.

At any point during your professional development, just remember **GROW ME**® to chart your progress.

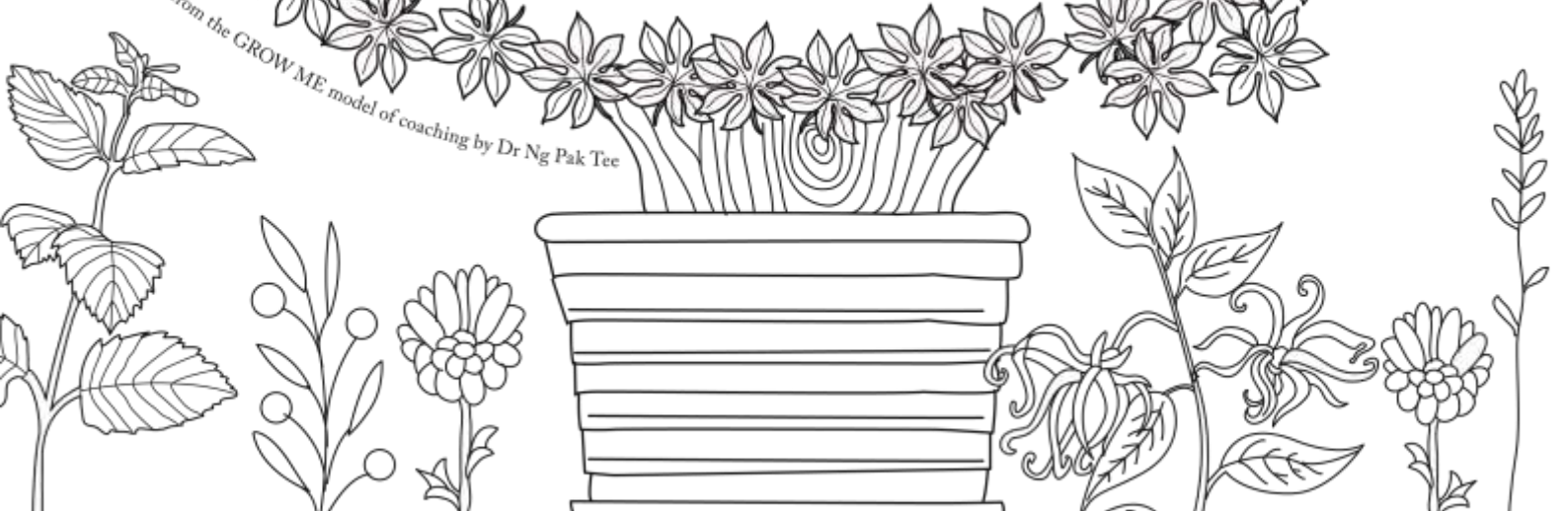
GROW ME

G - Goal **R** - Reality **O** - Options **W** - What's Next

M - Monitoring **E** - Evaluation

We wish you success as you *grow* as an EC educator, and that you will always see the colourful side of life.

Adapted from the GROW ME model of coaching by Dr Ng Pak Tee





The GROW ME professional development process within this publication has been modelled after Preschool and Early Years Educator purely for illustrative purposes. The process is applicable for all EC educators.

We encourage you to use this resource together with the following supporting resources:

Skills Framework for Early Childhood (SFw EC)

www.ecda.gov.sg/Educators/Pages/Skills-Framework-for-Early-Childhood.aspx

<http://www.skillsfuture.sg/skills-framework/ecce>

Refer to the Skills Map and Skills Standards within the SFw EC to identify the skills and competencies you can develop to achieve your goals.

Continuing Professional Development (CPD)

<https://www.ecda.gov.sg/Educators/Pages/Continuing-Professional-Development.aspx>

Refer to the CPD Prospectus and other resources on this webpage to help you in planning for your professional development.

ONE@ECDA

www.one.ecda.gov.sg

Log in to ONE@ECDA to register for courses that will help you grow in the identified skills and competencies.





Goal

G is for Goal: Set Goals

Where do I see myself
professionally in 3 years?

*Believe with all of your
heart that you will do
what you were made to do.*

ORISON SWETT MARDEN

MODEL A:

John,

Preschool Educator

QUALIFICATION

Diploma in Early
Childhood Care and
Education – Teaching
(DECCE-T)

WORK EXPERIENCE

2 years, early childhood

I aspire to be
a Senior
Preschool
Educator
within 3 years.

MODEL B:

Anna,

Early Years Educator

QUALIFICATION


Higher Nitec in
Early Childhood
Education

WORK EXPERIENCE

3 years,
early childhood

I want to be
qualified to
work with 6-
year-olds, 3
years from
now.





John and Anna have set themselves **SMART*** Goals
by asking themselves guiding questions:


What do I want to achieve?
How do I want to grow in my career?
How would I know that I have achieved my goals?

SMART

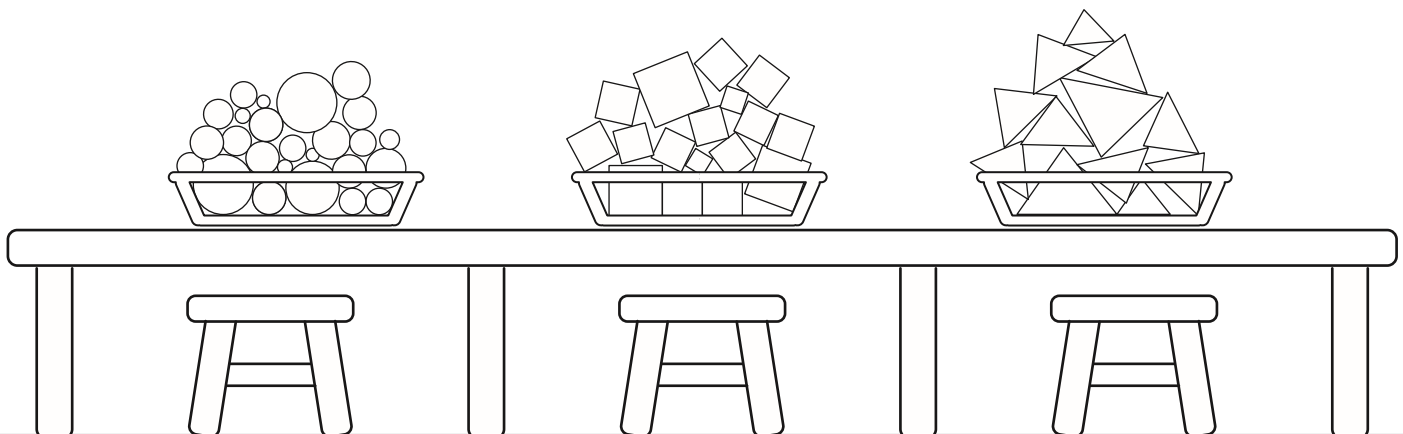
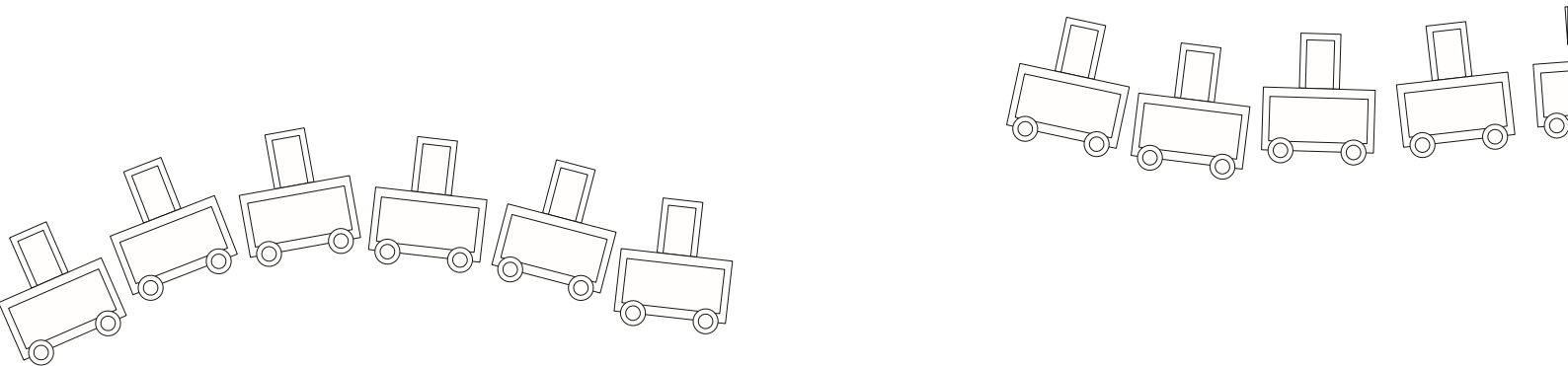
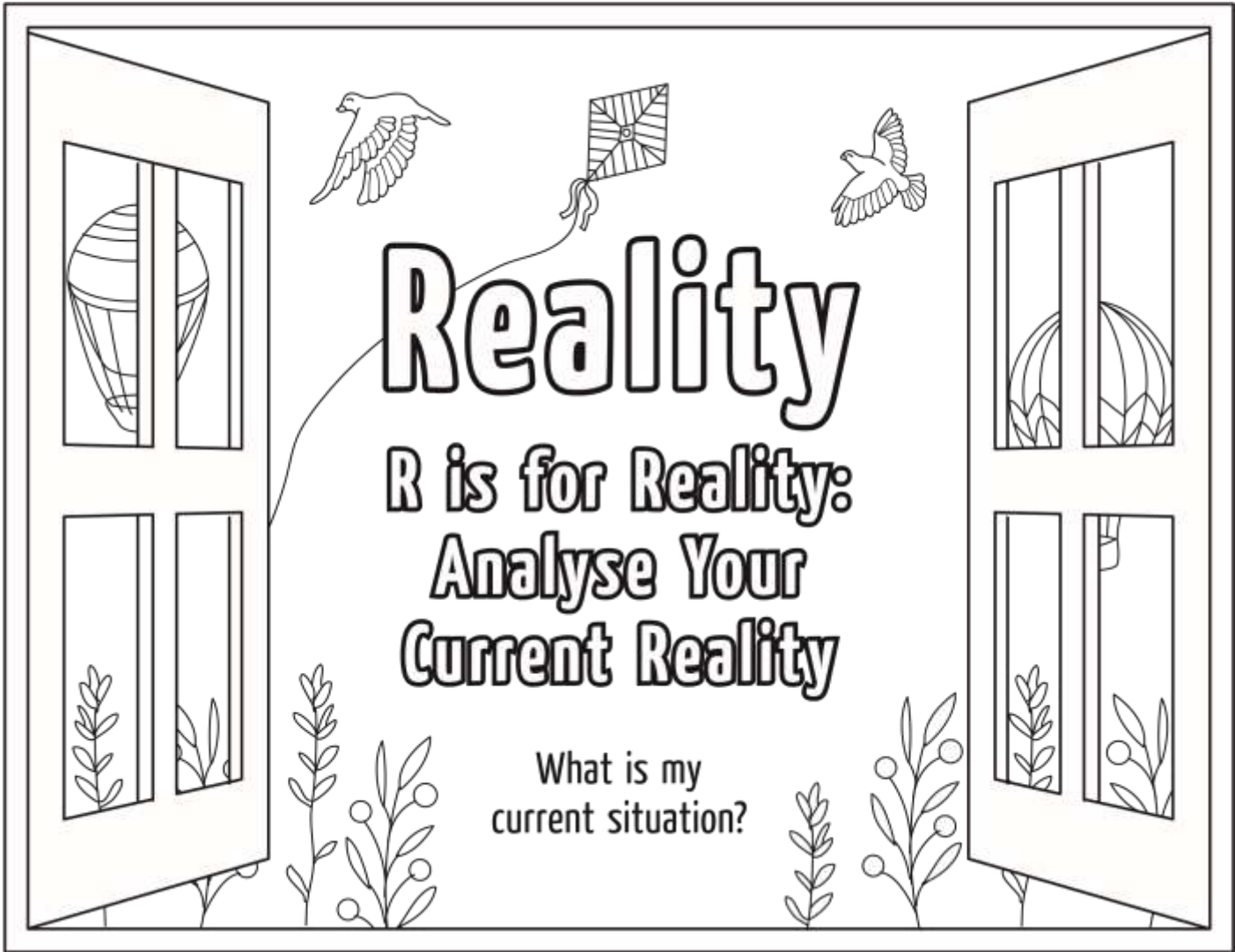
S – Specific **M** – Measurable **A** – Achievable **R** – Relevant **T** – Time-framed

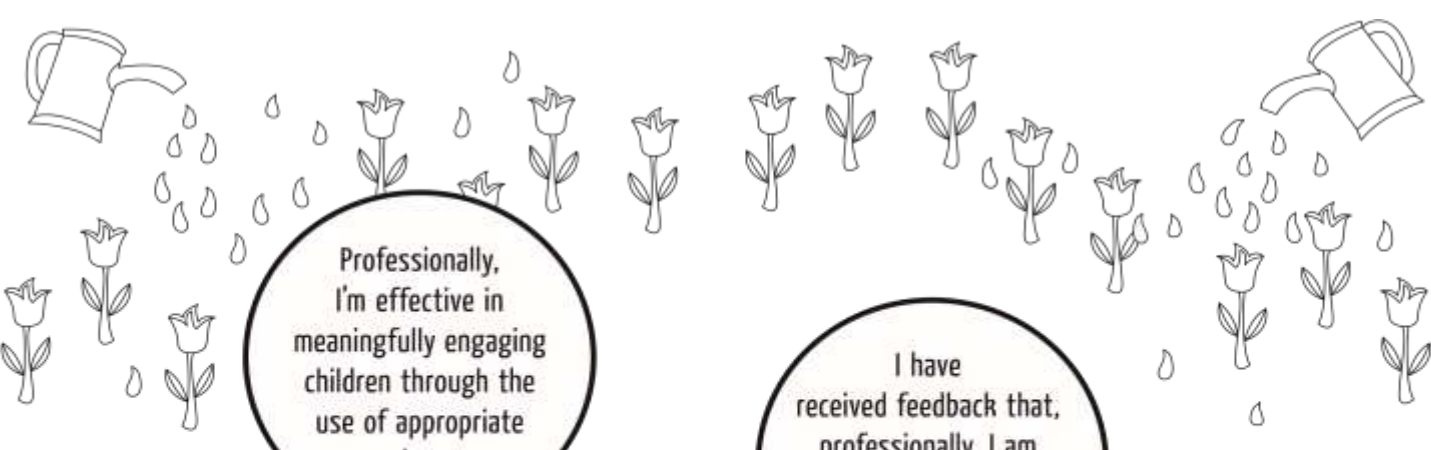
Set yourself a **SMART** goal by asking
yourself these same questions.





A black and white line drawing of a forest scene. The background features several vertical tree trunks of varying heights and thicknesses. Interspersed among the trees are various types of leaves, some with serrated edges and others with smooth edges. A small bird is shown in flight in the upper right quadrant. At the bottom of the page, there is a row of stylized grass blades. Four rectangular writing boxes are arranged in a 2x2 grid. Each box has a solid top and bottom border and a dashed middle line for writing.





Professionally, I'm effective in meaningfully engaging children through the use of appropriate pedagogy.

I have received feedback that, professionally, I am effective in setting up quality learning environments.

However, I can improve by learning about the growth and developmental stages of children of older age groups.

But I can improve by establishing partnerships with families and community stakeholders.

Personally, I am creative and enthusiastic about my passions.

Personally, exercising patience and being a team player are my virtues.

However, I can improve by engaging in reflective practice to hone my craft.

But I can improve by communicating better.



John
PRESCHOOL
EDUCATOR



Anna
EARLY YEARS
EDUCATOR



John and Anna know their professional and personal limitations. Instead of allowing their shortcomings to hamper development, they choose to better themselves by asking the following questions:

What are some of my strengths?

PROFESSIONAL SKILLS

PERSONAL QUALITIES

What are some areas I want to improve on?

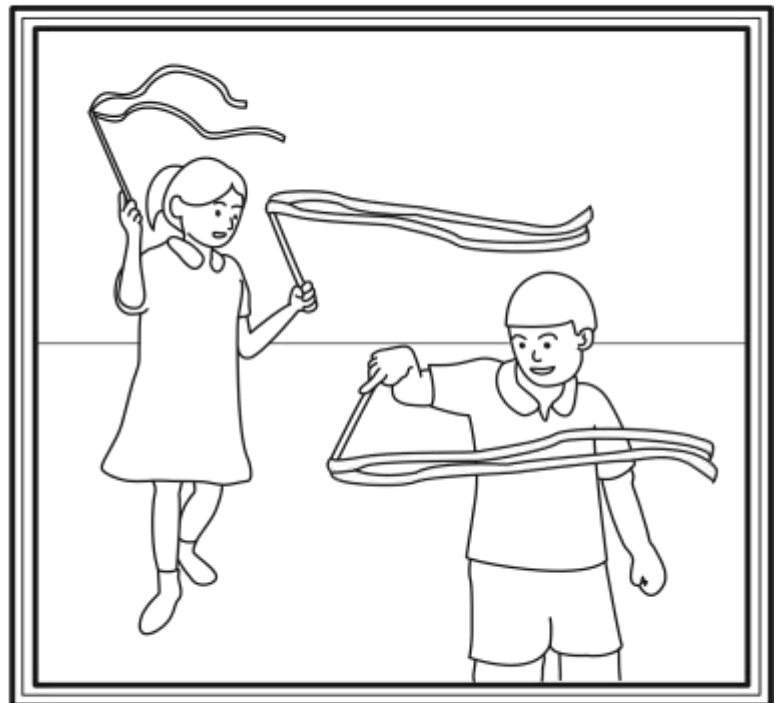
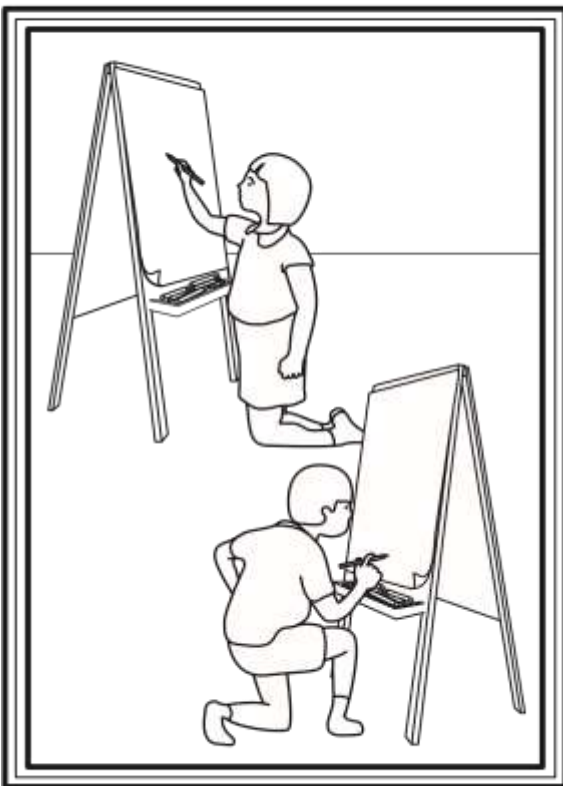
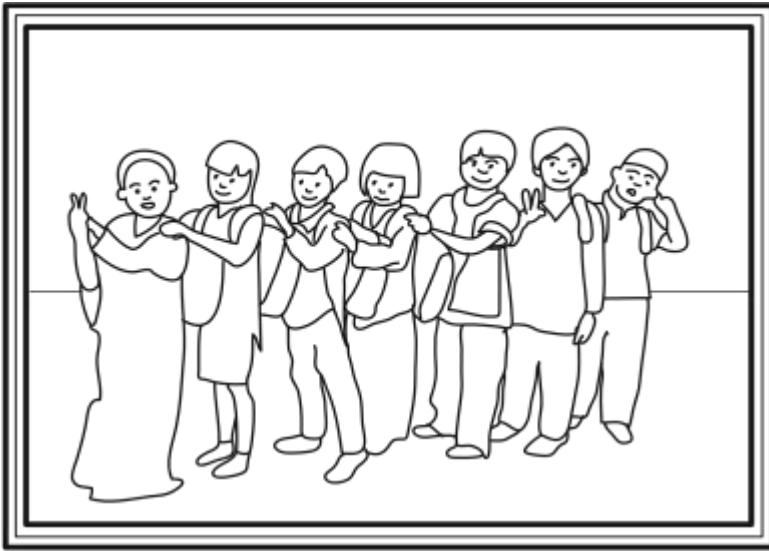
PROFESSIONAL SKILLS

PERSONAL DEVELOPMENT

Why is my current situation so?

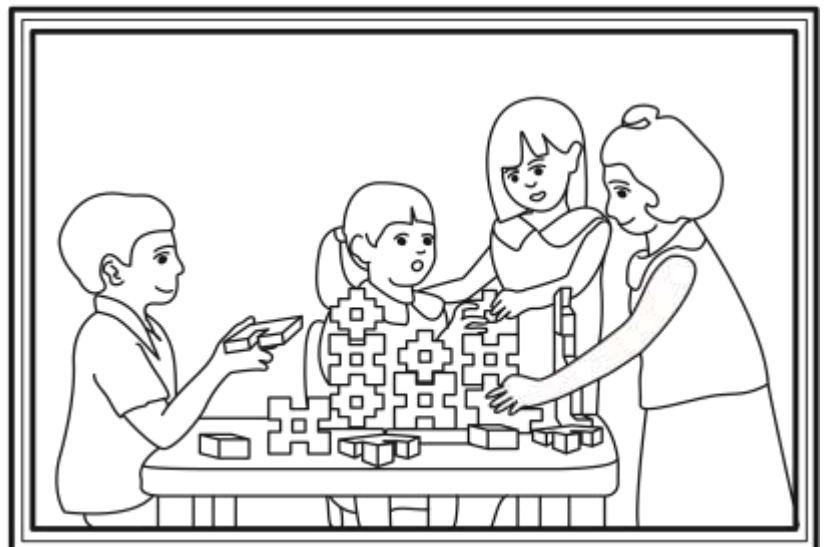
Analyse your current reality by asking yourself the same questions. Exercise your perspectives and view shortcomings as opportunities for improvement and growth.

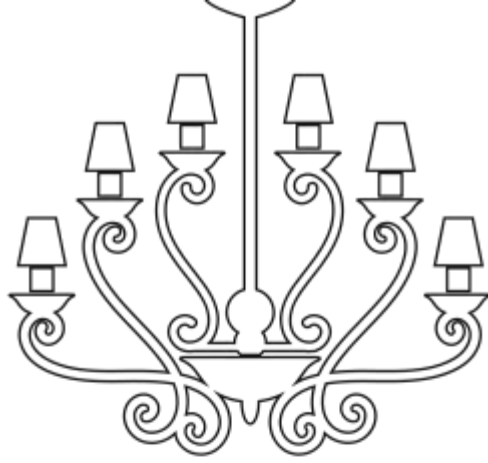
Handwriting practice area with seven horizontal dashed lines.



*Who looks outside,
dreams;
who looks inside,
awakes.*

-
CARL GUSTAV JUNG



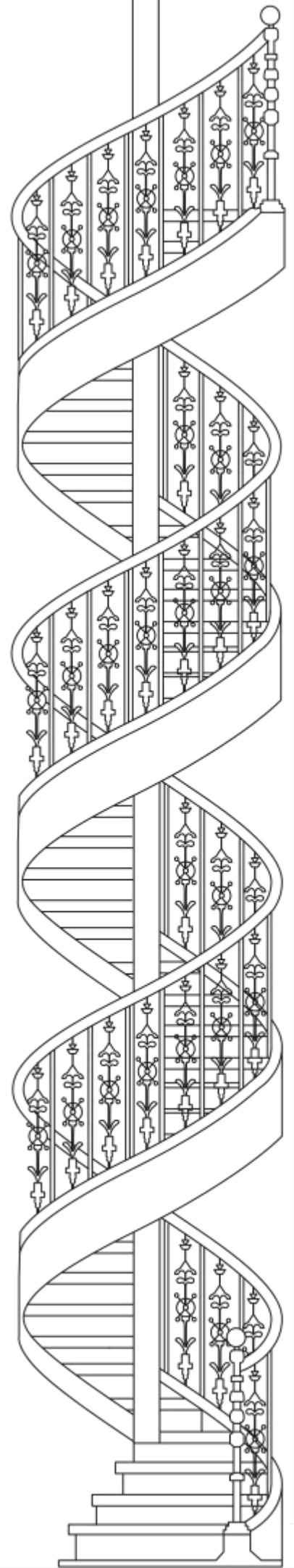
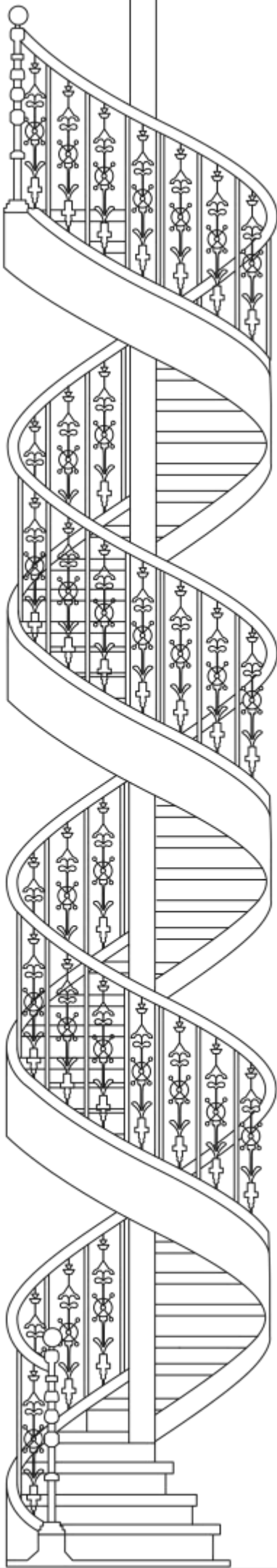


Options

O is for Options: Consider Your Options

What are the options to
achieve my goals?

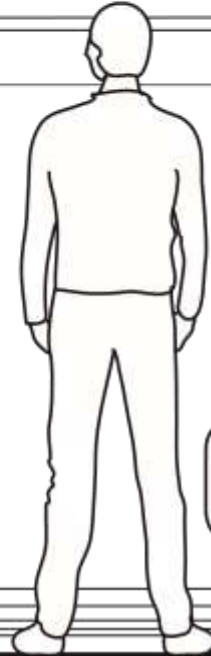
A large rectangular box with rounded corners, containing ten horizontal dotted lines for writing.



To identify the options that will take John and Anna closer to their goals, they reference the Skills Map.

Aspiring
to be a Senior Preschool
Educator I am keen to
learn how I can 'Facilitate
effective communication
and engagement at the
workplace.'

The Skills
Map also highlights that I
could 'Develop strategies
to establish partnerships
and collaborations with
families and community
stakeholders.'



John

PRE-SCHOOL
EDUCATOR

To learn
about the growth and
developmental stages of children
of older age groups, the skill I
have identified from the Skills
Map is 'Apply understanding of
how children (birth to age 8)
learn and develop (Beginning
Preschool Educator).

As for
long-term professional
mastery, the relevant skill for
me within the Skills Map would
be 'Engage in continuous
learning and reflective practice
(Beginning Preschool
Educator).



Anna

EARLY YEARS
EDUCATOR

John and Anna understand that when it comes to skills development, options abound, and the modes of learning are varied:

Professional readings

Action research

E-learning

Practitioner inquiry

Professional and networked learning communities

Peer sharing and observation

Collaborative research, planning and evaluation

Mentoring / coaching

Classroom training (e.g. conferences, seminars, courses, workshops)

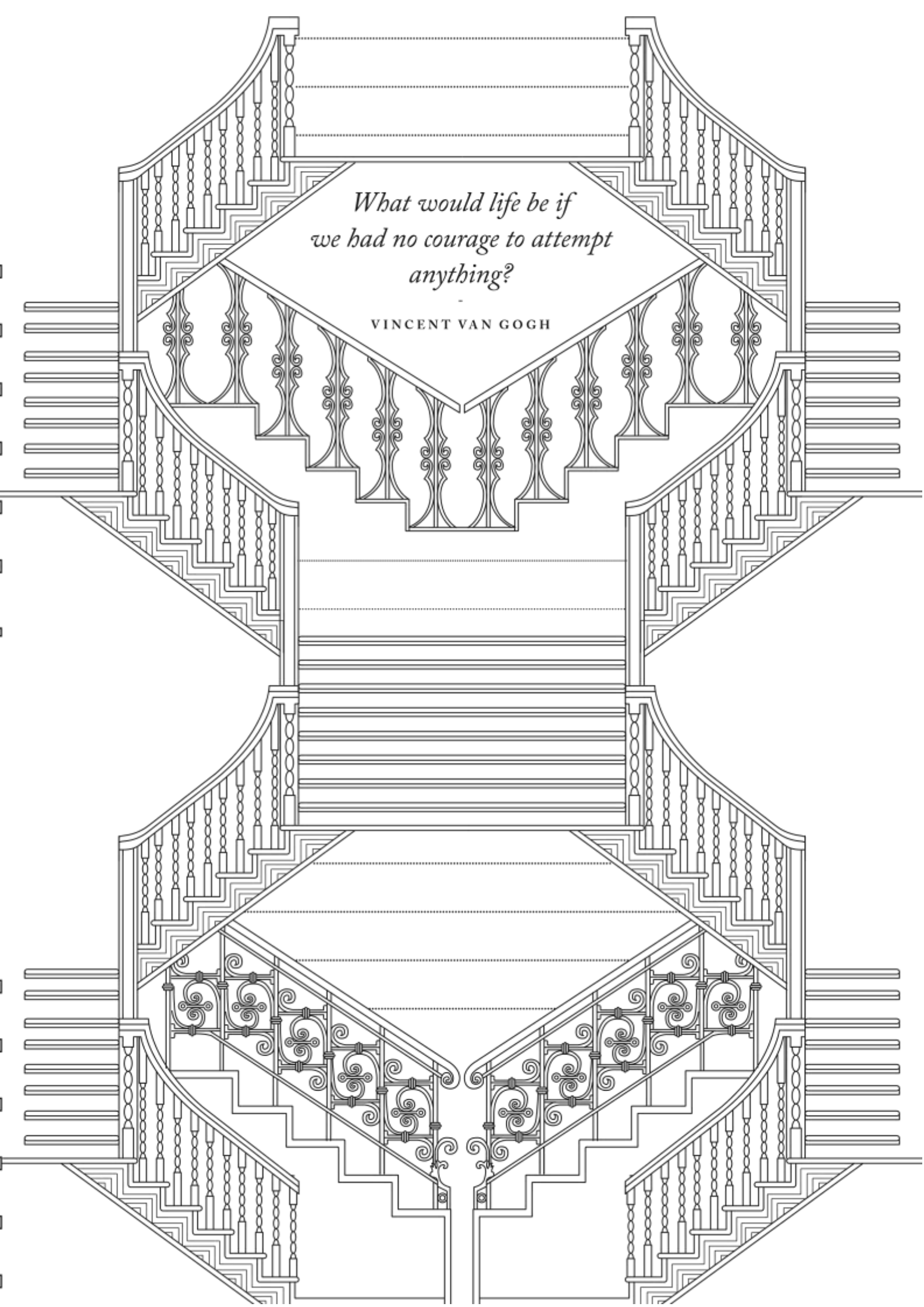
Learning journeys

Qualification programmes

Reference the Skills Map and consider the various options and routes you can choose to achieve your goals. You can start by asking yourself these questions:

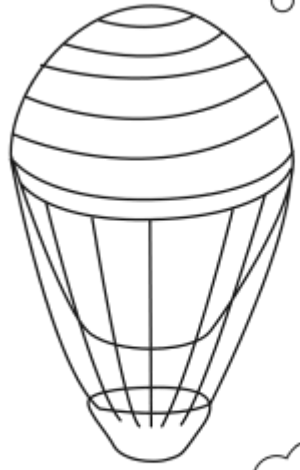
What skills and competencies should I develop to achieve my goals?

What modes of learning can I embark on to develop these skills and competencies?



*What would life be if
we had no courage to attempt
anything?*

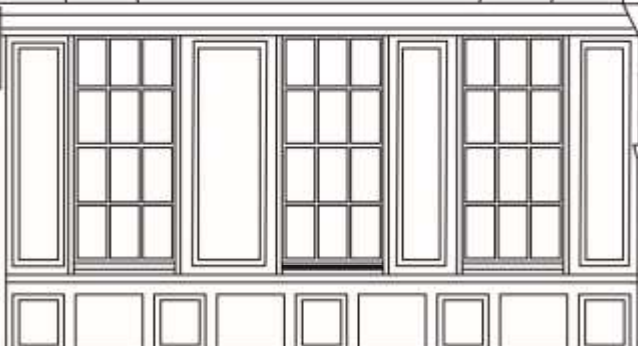
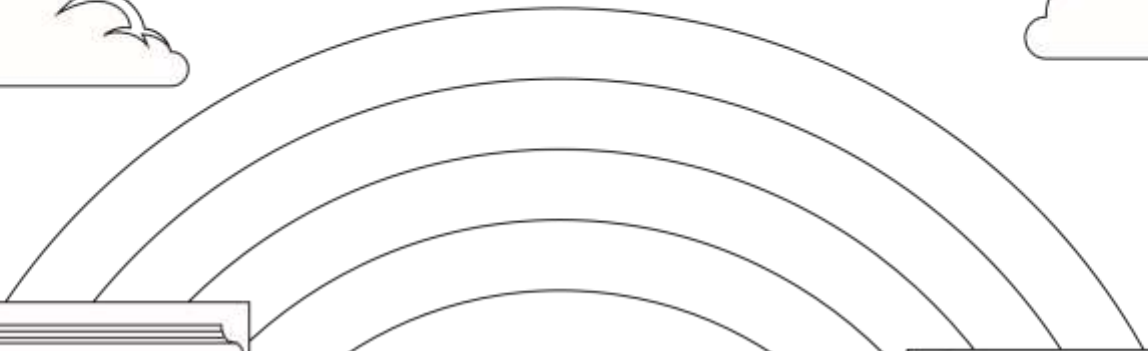
VINCENT VAN GOGH



What's Next



**W is for What's Next:
Determine What's
Next**



*Develop a passion for learning.
If you do, you will never cease to grow.*

ANTHONY J. D'ANGELO

John, to achieve your goal of becoming a Senior Preschool Educator within 3 years, your next step would be to enrol in the Professional Development Programme for Educators

Anna, to work with 6-year-olds, you should enrol in the Diploma for Early Childhood Care and Education – Teaching.

Also, doing professional readings and attending continuing professional development courses will deepen your skills and knowledge to better prepare you for the role.

It would also be beneficial for you to attend continuing professional development courses and engage in peer sharing sessions for deeper knowledge and skills.

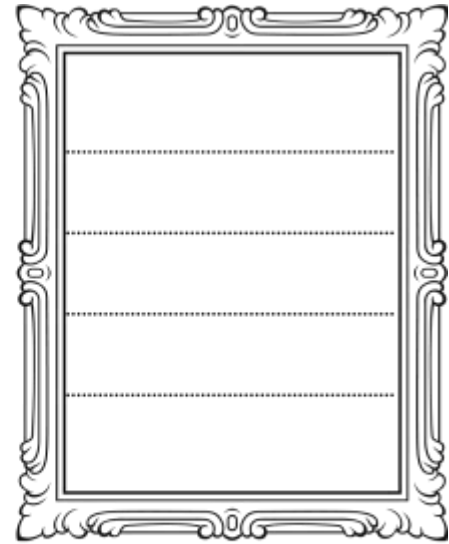
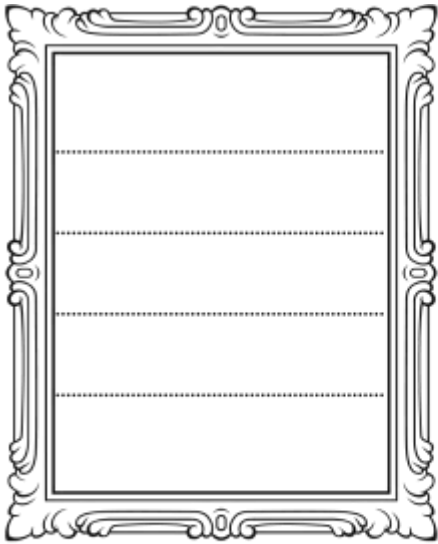
Anna

EARLY YEARS
EDUCATOR

John

PRESCHOOL
EDUCATOR





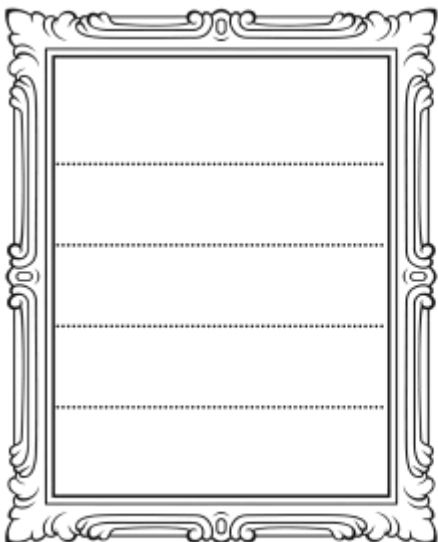
To narrow down the many options before them, John and Anna help each other out by asking the following questions:

What Professional Development (PD) activities can I engage in to achieve my goals?

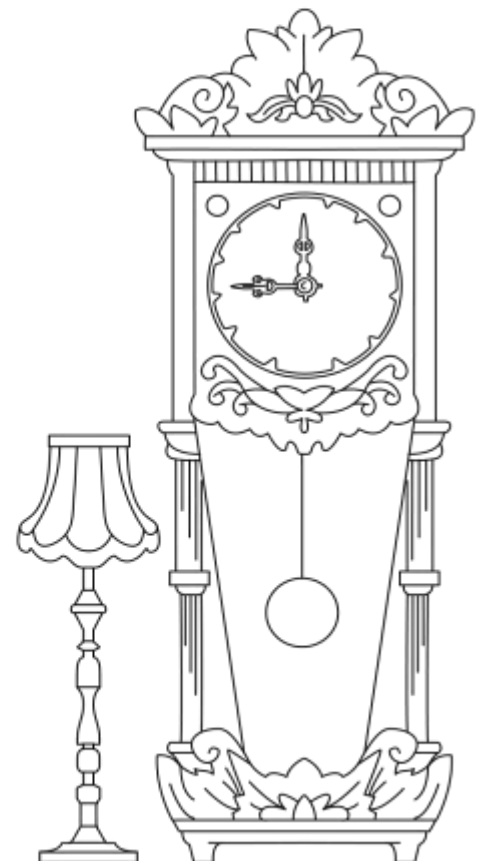
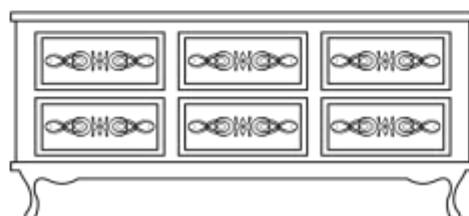
What support or resources will I need?



What is a realistic timeframe to complete the PD activities?



Ask yourself the same questions to determine your next step.

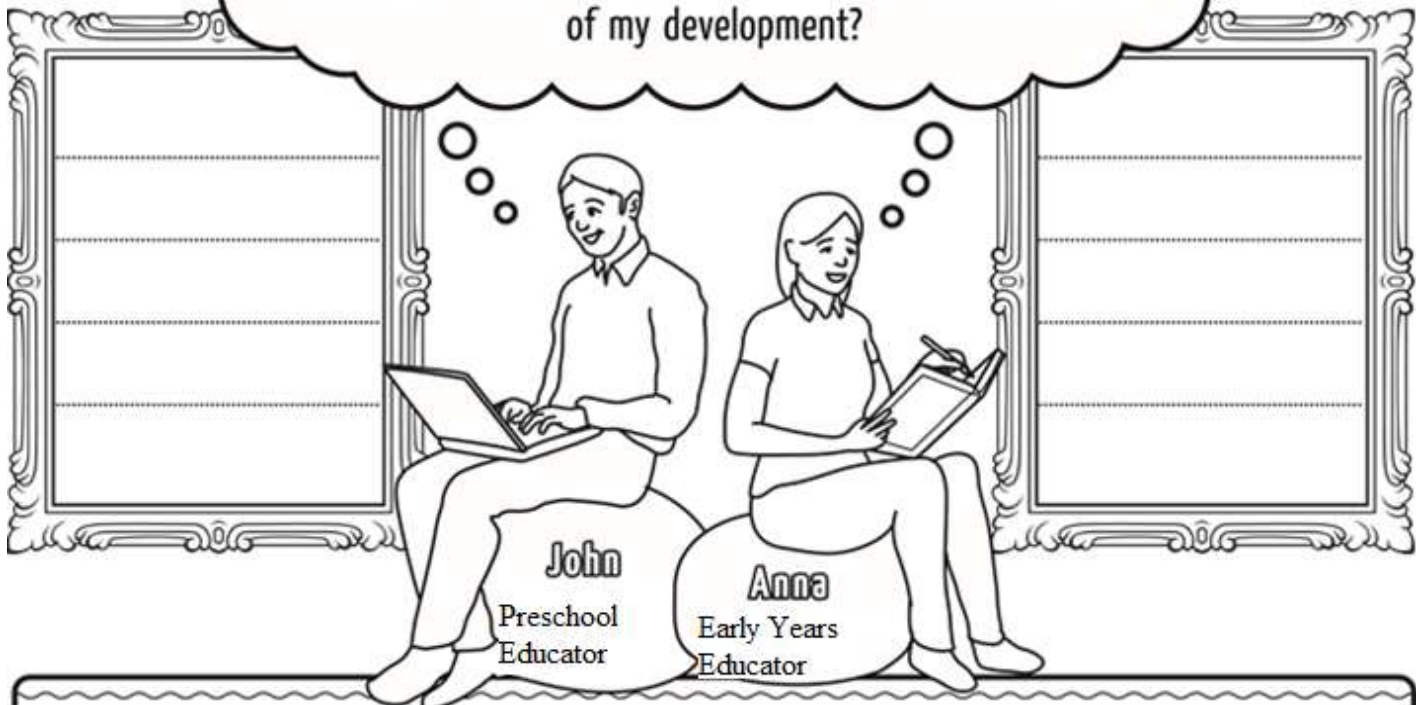


Monitoring

M is for Monitoring Monitor Your Learning & Performance

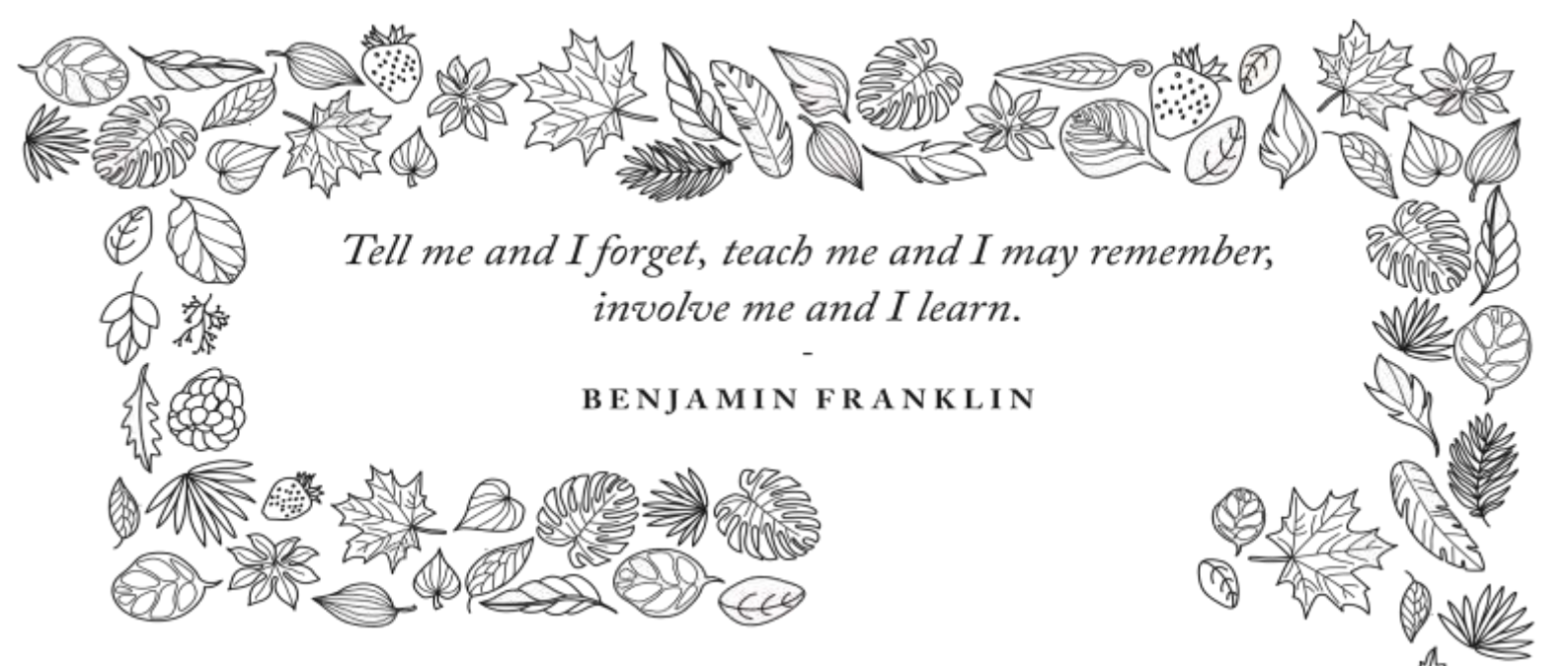


Am I working towards the goals I have identified?
At what point am I now? Am I satisfied with my progress?
What have I learnt that will benefit me in the next phase
of my development?



John and Anna chart the progress of their professional development by reflecting on these questions. Keep yourself on the right track by doing the same.





*Tell me and I forget, teach me and I may remember,
involve me and I learn.*

BENJAMIN FRANKLIN





Evaluate

E is for Evaluation: Evaluate Your Learning & Performance

Have I achieved the goals
I have set for myself?

Yes!

The modular courses and projects within the Professional Development Programme for Educators were crucial in developing the competencies and skills required of a Senior Preschool Educator!

John

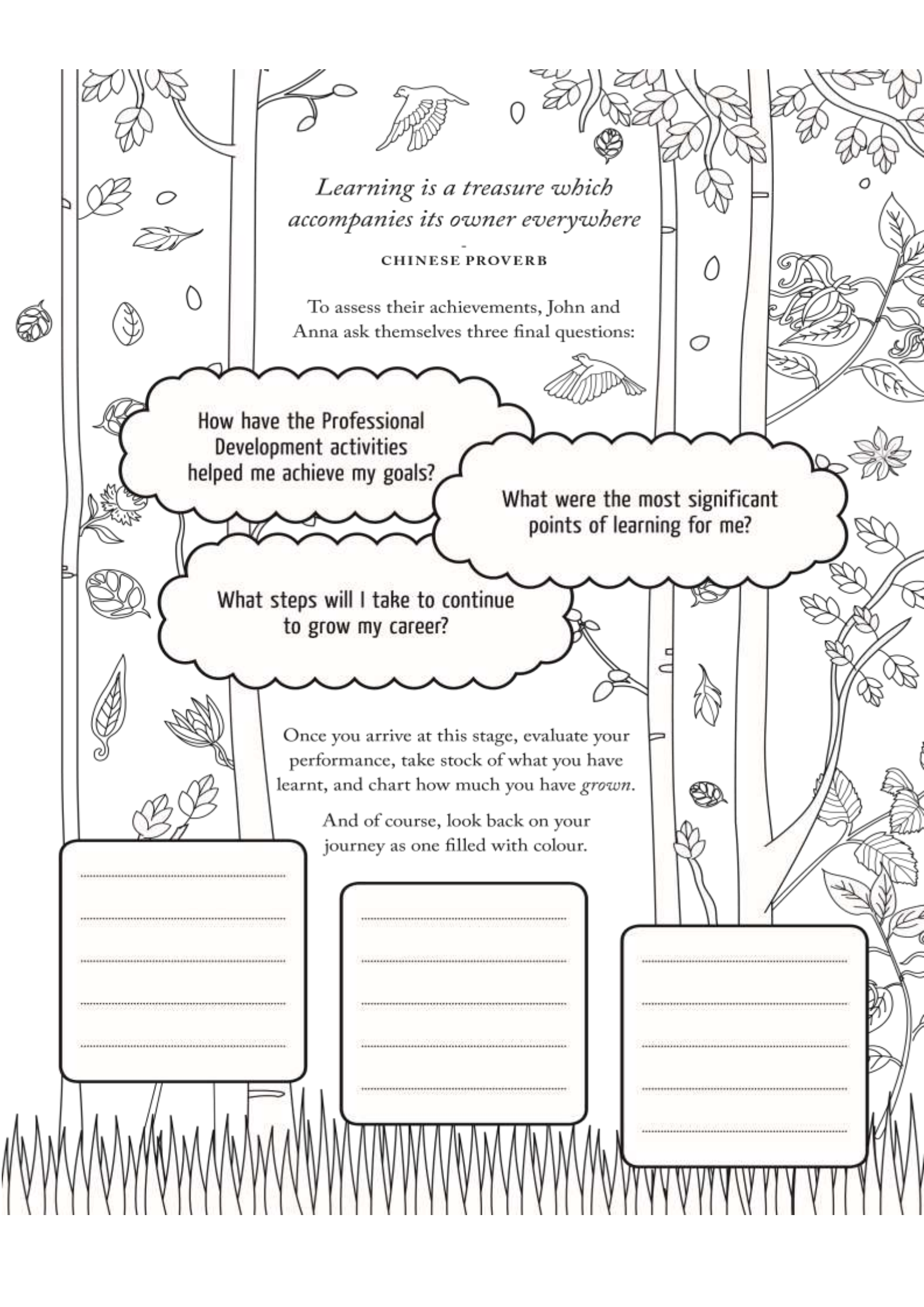
PRESCHOOL
EDUCATOR

Yay!

I am now working with children aged 4 to 6 years old. Without the knowledge and skills acquired from the Diploma in Early Childhood Care and Education – Teaching, I couldn't have taken on the role of a Beginning Preschool Educator!

Anna

EARLY YEARS
EDUCATOR



*Learning is a treasure which
accompanies its owner everywhere*

CHINESE PROVERB

To assess their achievements, John and
Anna ask themselves three final questions:

How have the Professional
Development activities
helped me achieve my goals?

What were the most significant
points of learning for me?

What steps will I take to continue
to grow my career?

Once you arrive at this stage, evaluate your
performance, take stock of what you have
learnt, and chart how much you have *grown*.

And of course, look back on your
journey as one filled with colour.

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Individual Professional Development Map (IPDM)

Sample:

INDIVIDUAL PROFESSIONAL DEVELOPMENT MAP (IPDM)										
1. Fill in how you will carry out your CPD activities										
2. Track your progress										
Name of Educator: Ms Sample					Occupational Title: Beginning Preschool Educator					
S/N	What competencies do I want to work on?			What do I want to learn?	Type of CPD	When do I do this?	What resources are needed?	CPD Date(s)	CPD Hours Completed or Reason(s) for not completing	Learning & Application
	TSC Category	TSC	TSC Proficiency Levels							
1	Child Learning and Development	Child Observation	Level 2: Carry out observation and documentation of children's learning and development	To be equipped with the skills and knowledge to support the learning and development of children aged 4-6	Designing, Implementing and Evaluating Early Childhood Outdoor Activities (4-8yrs old)	Mar-22	Cost: \$328.35 (with GST) Funding support available from SSG	dd/mm/2022	14 hours	E.g. I will use (knowledge / skills) to support xxxxx (names of children) in daily routines / activities) from term 2. E.g. I will use (new methods) to interact with the children in my class / centre daily from term 2. E.g. I will share (my learning) with fellow educators in my centre by end of term 2.
2		Learning Environment Design	Level 3: Design quality indoor and outdoor learning environment according to children's developmental milestones to engage children purposefully		Mentoring Sessions	Once a Term	Protected time for discussions with mentor	Ongoing	Approximately 1 hour per session	E.g. I will apply (takeaways) which I have learnt from my mentor in designing the learning environment of my classroom.

Signature of Educator and Date

Signature of Principal and Date

[^] CPD activity may include course based and non-course based training.

Template:

INDIVIDUAL PROFESSIONAL DEVELOPMENT MAP (IPDM)

1. Fill in how you will carry out your CPD activities
 2. Track your progress

Name of Educator: _____ Occupational Title: _____

S/N	What competencies do I want to work on?			When do I do this? Month/Year	What resources are needed? (E.g. Funding Support, Approval etc)	Log		
	TSC Category	TSC	TSC Proficiency Levels			CPD Date(s)	CPD Hours Completed or Reason(s) for not completing	Learning & Application
1								
2								

 Signature of Educator and Date

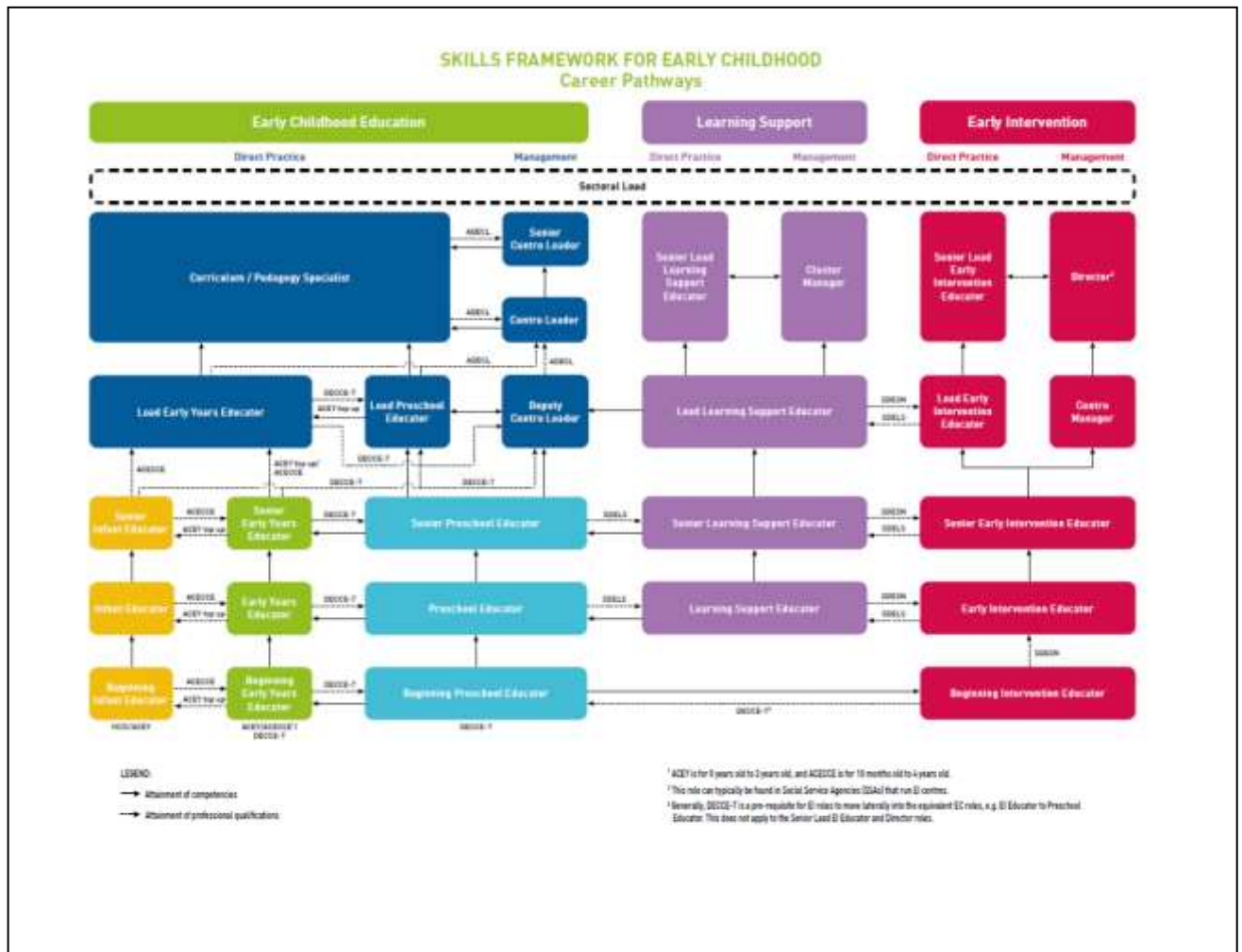
 Signature of Principal and Date

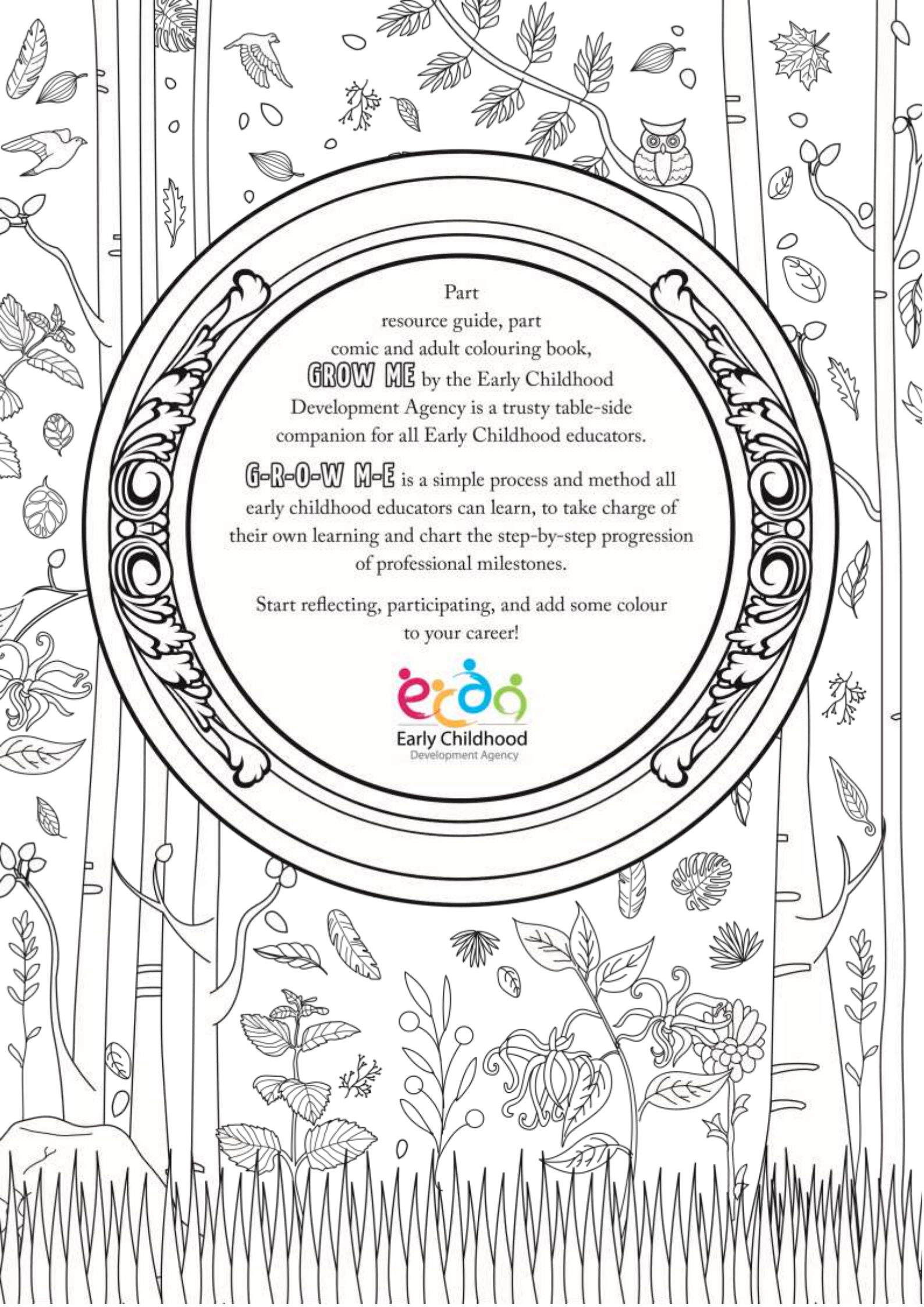
^ CPD activity may include course based and non-course based training.



Career Pathways in ECCE

SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE





Part
resource guide, part
comic and adult colouring book,
GROW ME by the Early Childhood
Development Agency is a trusty table-side
companion for all Early Childhood educators.

G-R-O-W M-E is a simple process and method all
early childhood educators can learn, to take charge of
their own learning and chart the step-by-step progression
of professional milestones.

Start reflecting, participating, and add some colour
to your career!

