

## Synopsis

### Nurturing Teachers and Building Supporting Systems for Children Birth to Three

Christine Chen, President, Association for Early Childhood Educators (Singapore)

The first part of this presentation traces the development of Singapore's journey of nurturing teachers from Birth to Three. It starts with the recognition that this age group is different from preschoolers. Today we have the Early Years Development Framework (0-3years) with an accreditation framework (SPARK 2018) and the Nurturing Early Learners (4-6years) with its accompanying accreditation framework (SPARK updated 2017). The second part presents interests from this region on teacher education for children from Birth to Three. This gives rise to reflective questions like; What are children in this age group really like? How do they learn? How do we prepare teachers and children for our unpredictable world? What supporting systems do we need to build? Finally the presentation ends with a possible vision for children from Birth to Three.

## 概要

新生児から3歳児の保育に関する教員養成と支援制度の構築

クリスティン・チェン シンガポール幼児教育者学会 (AECES)、代表

前半では、シンガポールが新生児から3歳児までの教員養成をどのように構築してきたかをたどる。最初に、この年齢層の子どもたちは就学前の子どもたちとは異なることを認識する。現在、シンガポールには乳幼児期発達枠組み(0歳-3歳)とその認定枠組み(SPARK 2018)、および幼児保育枠組み(4歳-6歳)とその認定枠組み(SPARK 2017改訂)がある。

後半で、新生児から3歳児の教員養成に関する、この地域の関心について述べる。「この年齢層の子どもたちの実相はどうか」「子どもたちはどのように学ぶか」「先が予想できない世界に教員や子どもたちが対応できるようにするには、どうすればよいか」「どのような支援体制を構築すべきか」などの問題を考察する。最後に、新生児から3歳児のためのビジョンを提案する。

# Nurturing Teachers and Building Supporting Systems for Children Birth to Three

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Presenter  
Christine Chen

1

- In Singapore the urgent need of nurturing childcare teachers came about in the 80s when the economy was booming and women were needed to join the workforce.
- At one point one childcare centre was opening up every week.
- These childcare centres served children ages 2-6 and were open from 7 a.m. to 7 p.m. Mondays to Fridays and some, half a day on Saturdays.

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- The focus on children Birth to Three came about in the late nineties as a result of the drive for having more babies in Singapore.
- More infant care centres were opened and the need for a special Certificate for Infant and Toddler (CIT) was created for teachers.
- Teachers with the Certificate to teach children 2-6 yrs had to also take the CIT as we recognise that infants and toddlers are different from children 2-6 yrs.

3

## Building Supporting Systems

- Licensing Centres
- Teacher Qualification and Teacher Preparation
- Curriculum Framework
- Accreditation of Centres

4

## Curriculum Framework

- Nurturing Early Learners Framework for children 4-6 was first developed.
- Early Years Development Framework for children Birth to Three.

5

## Accreditation Framework

- The Singapore Accreditation Framework (SPARK).
- SPARK for programmes for children 4-6 was updated in 2017. The first certificate presentation ceremony was held on Sept 12, 2011.
- SPARK for programmes for children Birth to Three was first introduced in 2018.

6

## Nurturing Teachers for Children Birth to 3

The G20 Initiative for Early Childhood Development launched in Argentina (2018), emphasized the importance of children's first 1,000 days and several countries in this region have shown interest in nurturing children and teachers of this age group.

7

## Nurturing Teachers for Children Birth to 3

What are children in this age group like, how do they learn?

How do we prepare teachers and children for our unpredictable world?

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What are children in this age group like, how do they learn?

The following short video clips demonstrate the child at the crawling stage learning to play with a ball.

As he develops his gross motor skills, the opportunities for learning takes different forms.

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### What do we know about children?

- Their development is seamless.
- The attention and presence of the responsive adult is critical.
- The materials provided at different developmental milestones open the world of learning.
- Opportunities for practice is essential.

13

### How do we prepare teachers and children for our unpredictable world?

In nurturing teachers for children Birth to Three teachers should know how children learn, be responsive, provide opportunities and give children time to put into practice what they learn.

What about the unpredictable world?

14

### The unpredictable world of the future

Consider children coming into the world. Each child comes into the world not knowing what to expect or predict about the world. So what do they do?

They venture out fearlessly, try out, experiment, discover and comes out with a solution.

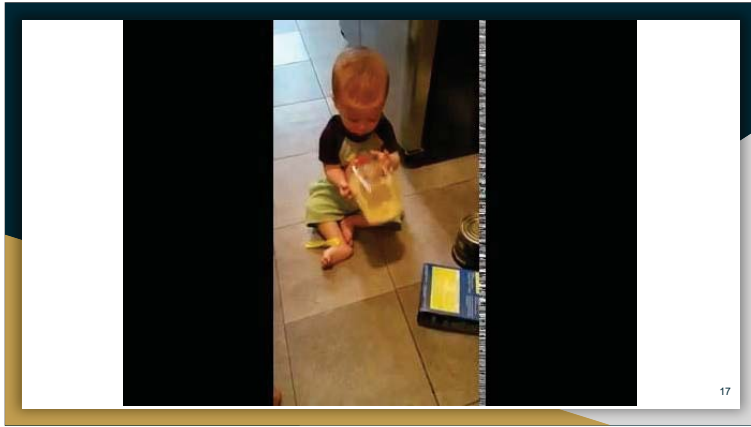
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### The child invents how to make music

The following two video clips demonstrate how a child from a very young age starts drumming to make music.

At an older age, he pursues his drive in making music by using materials and working out how the materials can make music.

16



17



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## Lesson Learned

How do we cope with the unpredictable world? Observe the child and learn from him. Observation skills are crucial for teachers of Children Birth to Three.

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## Vision

**A place where children are in a mixed aged group  
and  
their development progresses seamlessly  
without interruptions**

20



21