



National Competency Standards for
Early Childhood
Care and Education (ECCE)
(ECCE Teacher Trainer)
LEVEL-4



**National Vocational and
Technical Training Commission (NAVTTTC)**
Government of Pakistan



ACKNOWLEDGEMENT

National Vocational and Technical Training Commission (NAVTTTC) extends its gratitude and appreciation to many representatives of business, industry, academia, government agencies, Provincial TEVTAs, Sector Skill Councils and trade associations who spared their time and expertise to the development and validation of National Vocational Qualifications (Competency Standards, Assessments Packs and related material) for the trade of Early Childhood Care and Education. This work would not have been possible without the technical support of the personnel of the above said organizations, the core team for Qualification Development and Skill Standard Wing of NAVTTTC.

NAVTTTC initiated development of CBT&A based qualifications for 200 traditional / hi-tech trades under the Prime Minister's Hunarmand Pakistan Program, focusing on Development & Standardization of 200 Technical & Vocational Education & Training (TVET) Qualifications. NAVTTTC efforts have received full support from the Ministry of Federal Education and Professional Training, which highly facilitated progress under this initiative.

It may not be out of place to mention here that all the experts of Industry, Academia and TVET experts of TEVTAs, BTEs and VTC work diligently for making this qualification worthy and error free for which all credit goes to them. However, NAVTTTC accepts the responsibility of all the errors and omissions still prevailing in the Qualification document.

It is also noteworthy that development of Skill Standards is a dynamic and ongoing process, and the developed skill standards needs periodic review and updating owing to the constant technological advancements, development in scientific knowledge, and growing experience of implementation at the grass root level as well as the demand of industry. NAVTTTC will ensure to keep the qualifications abreast with the changing demands of both national and international job markets.

Engr. Sajid Balouch
Executive Director,
NAVTTTC



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INTRODUCTION

Early childhood, defined as the years between birth and the age of eight, is a period of rapid development, with brain development at its apex. Children are heavily influenced by their environment and the people around them throughout this era. Early childhood care and education (ECCE) is more than just a way to get kids ready for kindergarten. It seeks to meet a child's social, emotional, cognitive, and physical requirements holistically in order to lay a strong and comprehensive foundation for lifetime learning and happiness. ECCE has the potential to raise future citizens who are compassionate, capable, and responsible. ECCE is thus one of the best investments a government can make to enhance human resource development, gender equality, and social cohesion while also lowering the costs of later remedial programs. According to UNESCO, ECCE plays an important role in compensating for parental disadvantages and reducing educational inequities for disadvantaged children. Learning basic skills is not the main goal of early childhood education. It's a period during which children develop crucial social and emotional skills and a partnership between the child, their parents, and the instructor is formed. When this is done well, the foundation is laid for it to continue throughout the child's schooling.

The Education for All proclamation, as well as subsequent reiterations at World Education Conferences, has elevated Early Childhood Care and Education (ECCE) to the forefront of policy debate in over 180 nations. Pakistan, as a signatory party to the framework, has also pledged to fund ECCE activities in the country. Pakistan is also a signatory to the Education 2030 vision, which was approved in the Incheon Declaration at the World Education Forum 2015 (WEF 2015) in South Korea on May 21, 2015. The Incheon Declaration represents the education community's commitment to Education 2030 and the 2030 Agenda for Sustainable Development (SDG), which recognizes education's critical role as a main engine of development. The provision of quality Early Childhood Care and Education or pre-primary education, regardless of gender or location, is closely linked to SDG target 4.2.

Despite the fact that little has been accomplished under the EFA motto and attempts to develop and execute at least one year of pre-primary education across the country, much remains to be done to ensure quality ECCE in Pakistan. Recognizing the significance of the early years and agreeing that every "child should have the opportunity to grow in an atmosphere that cherishes children, provides for a safe and secure environment, and respects diversity," The government expanded the scope of the program to cover children aged 0 to 8. The Policy reaffirms that the government would work beyond Early Childhood



Education, and that the concept of "Care" will take center stage. As a result, for children and their families, Early Childhood Care and Education would consequently include a synergy of health, nourishment, safety, learning, culture, creativity, arts, musical appreciation, and technology.

Keeping in view the importance of Early Childhood Care and Education, the government supported the development of Competency Standards. These competency standards have been developed by the Qualification Development Committee (QDC) and validated by the Qualification Validation Committee (QVC) with representation from the country's leading departments such as the Institute of Early Childhood Education, Federal Urdu University Karachi, Poverty Eradication Initiatives, Technical Boards and TEVTAs.

PURPOSE OF THE QUALIFICATION

The competency based NVQ has been developed to train the unskilled men and women of Pakistan on the technical and entrepreneurial skills to be employed / self-employed and inevitably set sustainable impact on their lives by increase in their livelihood income generation.

The purpose of these qualifications is to set professional standards for ECCE, who will serve as key elements enhancing quality of Education Sector. The specific objectives of developing these qualifications are as under:

- Improve the professional competence of Early Childhood Care and Education (ECCE)
- Capacitate the local community and trainers in modern CBT trainings, methodologies and processes as envisaged under NVQF
- Provide flexible pathways and progressions in Early Childhood Care and Education (ECCE)
- Enable the trainees to perform their duties in efficient manner
- Establish a standardised and sustainable system of training in Early Childhood Care and Education (ECCE) in Pakistan Prepare skilled Early Childhood workforce (workers) by developing work related skills, mastery of underlying knowledge and scientific principles of Early Childhood Care & Education



- Provide continuous professional development to meet the rapid changes in knowledge, attitude, and skills required for an ECCE worker
- Help teachers The early childhood educator professional preparation standards herein are aligned with the five broad categories of educators' decision-making described in depth in the developmentally appropriate practice position statement:
- Help Early Childhood Teachers to use knowledge of child development and learning in context to create a caring community of learners
- Engage teachers in reciprocal partnerships with families and fostering community connections
- Provide guidelines how to observe, document, and assess children's development and learning
- Provide opportunities for teaching to enhance each child's development and learning
- Provide awareness on how to utilize content areas to plan and implement an engaging curriculum designed to meet goals that are important and meaningful for children, families, and the community in the present as well as the future
- Provide the knowledge, skills, and dispositions that early childhood educators need in order to make decisions that exemplify ethical, intentional, and reflective professional judgment and practice.
- Support self-employment.
- Establish a mechanism for recognition of qualification for early childhood workforce

DATE OF VALIDATION

The level 4 of National qualification on ECCE has been validated by the Qualifications Validation Committee (QVC) members on Dec 12, 2022 to Dec 16, 2022 at PC Hotel, Karachi and will remain valid for three years i.e. Dec 17, 2025.



DATE OF REVIEW

The level 4 of National qualification on ECCE has been validated by the Qualifications Validation Committee (QVC) members on Dec 12, 2022 to Dec 16, 2022 at PC Hotel, Karachi and shall be reviewed after three years i.e. Dec 17, 2025.

CODE OF QUALIFICATIONS

Qualification Title	Code
National Vocational Certificate Level 4, in Early Childhood Care and Education (ECCE Teacher Trainer)	0112ECCE03

ENTRY REQUIREMENTS

- For National Vocational Certificate Level-4 in Early Childhood Care and Education, the entry requirement is National Vocational Certificate in Early Childhood Care and Education - Teacher/Educator Level-3.



QUALIFICATIONS DEVELOPMENT COMMITTEE

The following members participated in the qualification development of this qualification:

Sr. No.	Name	Designation	Organization
1.	Mr. Liaqat Ali Jamro	Director Academics	S-TEVTA
2.	Mr. Mushtaq Ahmed	Director M&E	P-TEVTA
3.	Engr. Syed Qasim Shah	V.P GCT Peshawar,	KP-TEVTA
4.	Mr. Shaukat Ali Rana	Deputy Controller Examination	PBTE, Lahore
5.	Ms. Naheed Wasi	Director	Institute of Early Childhood Education & Development Karachi
6.	Ms. Salimah Al Nassar Surani	Head of Degree Programs & Research	IECED Karachi
7.	Ms. Asma Nayeem	Consultant	British Council Karachi
8.	Ms. Itrat Fatima	Trainer	(Shah Wilayat Public School) (London Montessori Teacher Training Centre) Karachi
9.	Ms. Rehana Haider	Educator	(Poverty Eradication Initiatives) Karachi
10.	Ms. Shaila Mehfooz	Educator	(Poverty Eradication Initiatives) Karachi
11.	Ms. Kiran Javaid Hajani	Head of Certificate & Diploma Programs	IECED Karachi
12.	Ms. Mahera Shoaib	Lecturer	Federal Urdu University Karachi
13.	Mr. Masroor Shaikh	Chairman	SBTE Karachi
14.	Mr. Ghulam Raza	Representative	B-TEVTA
15.	Engr. Danish Khan	DACUM Facilitator	Islamabad
16.	Ms. Ambrina Bakhtiar	Director	SS&C (NAVTTTC)
17.	Mr. Muhammad Aasim	Assistant Director	SS&C (NAVTTTC)



QUALIFICATIONS REVIEW AND VALIDATION COMMITTEE

The following members participated in the qualification review and validation of this qualification:

Sr. No.	Name	Designation	Organization
1.	Mr. Liaqat Ali Jamro	Director Academics	S-TEVTA
2.	Ms. Shahna Jabeen	Secretary	TTB Sindh
3.	Mr. Muhammad Aasim	Assistant Director	SS&C (NAVTTC)
4.	Ms. Naheed Wasi	Lead Consultant, Founding Director	Institute of Early Childhood Education & Development Karachi
5.	Ms. Rehana Haider	Educator	(Poverty Eradication Initiatives) Karachi
6.	Ms. Shaila Mehfooz	Educator	(Poverty Eradication Initiatives) Karachi
7.	Ms. Salimah Al Nassar Surani	Head of Degree Programs & Research	IECED Karachi
8.	Ms. Asma Nayeem	Consultant	British Council Karachi
9.	Ms. Nusrat Wasi	Educator	Poverty Eradication Initiatives, Karachi
10.	Ms. Syeda Sana Zaidi	Trainer	Institute of Early Childhood Education & Development Karachi
11.	Ms. Mahera Shoaib	Lecturer	Federal Urdu University Karachi
12.	Ms. Asma Rehman	Principal	Al-Rehman Iqra School
13.	Ms. Sara Parveen	Research Officer	Social Welfare Department, GOS
14.	Ms. Nida Nazeer	Lecturer	IBA, Sukkur
15.	Mr. Shaikh Asim Qamar	DACUM Expert	UNDP



SUMMARY OF COMPETENCY STANDARDS

“ECCE Teacher Trainer” (12 Months)									
Code	Competency Standards	Category	Level	Theory		Practical		Total	
				C	Hr.	C	Hr.	C	Hr.
0414TAM0 7	Establish and maintain the occupational Health and safety system	Generic	4	1	10	2	20	3	30
001100853	Perform Advance communication	Generic	4	1	10	2	20	3	30
04170084 1	Analyse Workplace Policies and Procedures	Generic	4	1	10	2	20	3	30
068803	Use social media tools for collaboration and engagement	Generic	4	2	20	3	30	5	50
0112ECCE 03-A	Use Critical Thinking and reflective practice	Technical	4	4	40	6	60	10	100
0112ECCE 03-B	Manage and Administer School Organization	Technical	4	4	40	6	60	10	100
0112ECCE 03-C	Maintain relationship with family, school and community	Technical	4	4	40	6	60	10	100
0112ECCE 03-D	Apply Assessment & Evaluation Techniques	Technical	4	4	40	6	60	10	100
0112ECCE 03-E	Integrate Inclusion and Diversity in Early Childhood Care and Education	Technical	4	4	40	6	60	10	100



0112ECCE 03-F	Setting and Managing Day-care	Technical	4	4	40	8	80	12	120
0112ECCE 03-G	Practice Positive Parenting	Technical	4	4	40	7	70	11	110
0112ECCE 03-H	Execute Pedagogical Leadership	Technical	4	4	40	6	60	10	100
0112ECCE 03-I	Practice ICT in Early Years	Technical	4	3	30	6	60	9	90
0112ECCE 03-J	Practicum III (Seminars / Workshops/ Symposium)	Technical	4	4	40	6	60	10	100
000000	Green Skills	Generic	4	2	20	2	20	4	40
Total				46	460	74	740	120	1200



0414TAM07- Competency Standard A: Establish and Maintain the Occupational Health and Safety System

Overview: This unit covers how to establish, maintain and evaluate an occupational health and safety system in the work environment. This unit applies to workers who have either a legislated or delegated responsibility to implement OHS systems to meet the organization's policy requirements. These roles require significant role or delegated authority to allow effective implementation and review. While designed for public safety workers, this unit could be applied in a range of industries. This unit does not cover the broader implementation of organisation wide OHS policy.

Competency Units	Performance Criteria
CU1. Organise consultation process	<p>You must be able to:</p> <p>P1. Identify and invite relevant personnel or other representative personnel into the development and maintenance processes.</p> <p>P2. Handle issues raised through consultation according to issue resolution procedures.</p> <p>P3. Verify results from the consultation process and makes it available to relevant personnel.</p>
CU2. Design Occupational Health and Safety framework	<p>You must be able to:</p> <p>P1. Identify hazards and risks correctly and confirm according to occupational health and safety legislation, codes of practice and prevailing trends.</p> <p>P2. Develop procedure for ongoing identification of hazards and risks and integrated within work systems and procedures</p> <p>P3. Develop occupational health and safety policies line with relevant legislation.</p> <p>P4. Incorporate and define occupational health and safety responsibilities and duties into job descriptions/statements.</p> <p>P5. Provide adequate resources in a timely and consistent manner.</p>



	<p>P6. Develop and implement measures to control assessed risks in accordance with the hierarchy of control, relevant occupational health and safety legislation, codes of practice and trends.</p> <p>P7. Implement interim solutions until a permanent control measure.</p> <p>P8. Record details clearly and efficiently according to organisation policy and procedures and relevant legislation</p>
<p>CU3. Design and implement an Occupational Health and Safety awareness training program</p>	<p>You must be able to:</p> <p>P1. Devise educational information on the occupational health and safety system and make it available to all relevant personnel.</p> <p>P2. Provide appropriate training to all relevant personnel to enable the implementation of safety procedures</p>
<p>CU4. Establish, monitor and maintain Occupational Health and safety system</p>	<p>You must be able to:</p> <p>P1. Establish a system for keeping occupational health and safety records in accordance with legislative requirements.</p> <p>P2. Monitor Work activities to ensure that hazard identification and risk assessment and control procedures are effectively adopted.</p> <p>P3. Identify Inadequacies in hazard, risk assessment and established risk control measures in accordance with the hierarchy of control and report to designated personnel.</p> <p>P4. Amendments to procedures are undertaken through appropriate consultation methods</p>
<p>CU5. Establish and maintain a system for accident investigation</p>	<p>You must be able to:</p> <p>P1. Develop a system and implement for reporting and investigation of all accidents/incidents in accordance with the policies and procedures.</p> <p>P2. Provide training to employees responsible for accident investigation for effective implementation of accident investigation policy.</p>



	P3. Implement Policies and procedures for reporting and investigating all accidents/incidents are reviewed and updated as required
CU6. Evaluate the organization's Occupational Health and Safety system and related policies procedures and programs	<p>You must be able to:</p> <p>P1. Ensure the effectiveness of the occupational health and safety system and related policies, procedures and programs is assessed according to the organization's occupational health and safety policy.</p> <p>P2. Develop occupational health and safety system and implement it.</p> <p>P3. Compliance with occupational health and safety legislation and codes of practice is assessed to ensure that legal occupational health and safety standards are maintained</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1.** State details of all relevant Occupational Health and Safety legislation and its relevance to organisation operations
- K2.** State details of codes of practice and their relevance to organisation operations
- K3.** Explain hierarchy of control (the preferred order of risk control measures from most to least preferred that is:
 - Elimination
 - Substitution
 - Engineering Control
 - Administrative Controls
 - Personal Protective Equipment
- K4.** Describe literacy levels and communication skills of work group members
- K5.** State knowledge of current principles and practices used to implement and monitor organizational OH&S policies
- K6.** Explain procedures and programs



- K7.** Elaborate suitable communication techniques to address needs of work group members

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to establish and maintain the occupational health and safety system. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance Requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

1. Demonstrated understanding of principles and practices for Occupational Health and Safety.
2. Demonstrated understanding of the significance of other management systems and procedures for occupational health and safety.



001100853- Competency Standard B: Perform Advance Communication

Overview: This unit describes the performance outcomes, skills and knowledge required to develop communication skills used professionally. It covers plan and organise work and conduct trainings at workplace, along with demonstrating professional skills independently.

Competency Units	Performance Criteria
CU1. Demonstrate professional skills	<p>You must be able to:</p> <p>P1. Use different modes of communication to communicate</p> <ul style="list-style-type: none"> • Speaking • Reading • Writing • Listening • Presentation • visual representation etc <p>P2. Develop CV Skills according requirements</p> <p>P3. Upgrade professional skills by attending trainings, webinars, conferences etc.</p> <p>P4. Perform Continuous professional development as required at workplace</p> <p>P5. Develop interview skills</p>
CU2. Plan and Organize work	<p>You must be able to:</p> <p>P1. Identify task requirements.</p> <p>P2. Plan steps to complete tasks.</p> <p>P3. Review planning and organizing process.</p> <p>P4. Organize work.</p>
CU3. Provide trainings at workplace	<p>You must be able to:</p> <p>P1. Assess the need for training</p> <p>P2. Prepare trainees for the learning experience</p> <p>P3. Present training session</p> <p>P4. Support trainees in managing their own learning</p>



	<p>P5. Facilitate group learning</p> <p>P6. Provide opportunity for practice</p> <p>P7. Provide feedback on progress on trainees</p> <p>P8. Review delivery experience</p>
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Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- K1.** Explaining the training skills
- K2.** Identification of the professional skills
- K3.** Describing the advanced language skills
- K4.** Understanding of the assessment and trainees feedback methods
- K5.** Direct and indirect communication methods
- K6.** Explaining the need of the training type at the work place

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

1. Job sheet
2. Office emails and coordination reports
3. Feedback Performa



041700841-Competency Standard C: Analyse with Workplace Policy and Procedures

Overview: This unit describes the skills and knowledge required to implement a workplace policy & procedures and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

Competency Units	Performance Criteria
CU1. Manage work timeframes	<p>You must be able to:</p> <p>P1. Complete work tasks within deadlines in according to order of priority</p> <p>P2. Supervisors are informed of any delays in work times or projects</p>
CU2. Manage to convene meeting	<p>You must be able to:</p> <p>P1. Develop agenda in line with meeting purpose</p> <p>P2. Select participants and notify them accordingly</p> <p>P3. Carryout meeting arrangements according to the time</p> <p>P4. Record the minutes of the meeting</p>
CU3. Set and meet own work priorities at instant	<p>You must be able to:</p> <p>P1. Take initiative to prioritize and facilitate competing demands to achieve organizational goals and objectives</p> <p>P2. Use technology efficiently and effectively to manage work priorities and commitments</p> <p>P3. Maintain appropriate work-life balance</p>
CU4. Develop and maintain professional competence	<p>You must be able to:</p> <p>P1. Assess personal knowledge and skills against competency</p> <p>P2. Participate in networks to enhance personal knowledge, skills and work relationships</p> <p>P3. Seek feedback from employees, clients and</p>



	colleagues to develop and improve competence
CU5. Follow and implement work safety requirements	<p><i>You must be able to:</i></p> <p>P1. Identify and report emergency incidents</p> <p>P2. Practice organizational policy and procedures for responding to emergency incidents</p> <p>P3. Identify and implement workplace procedures and work instructions for controlling risks</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1.** Healthy work life balance
- K2.** Meeting terminologies, structures and arrangements
- K3.** Relevant organizational procedures and policies regarding meetings, chairing and minutes.
- K4.** Barriers to implement policies and procedures in an organization and possible strategies to address them.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

- 1. A person who demonstrates competency in this unit must be able to provide evidence of the ability to understand workplace policy and procedures. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments



068803- Competency Standard D: Use social media Tools for Collaboration and Engagement

Overview: This unit describes the performance outcomes, skills and knowledge required to establish a social networking presence using social media tools and applications. The unit specifically identifies the requirement to review, compare and use different types of social networking tools and applications.

Competency Units	Performance Criteria
CU1. Describe different types of social media tools and applications	<p>You must be able to:</p> <p>P1. Explain characteristics of the term social media</p> <p>P2. P2. Identify different types of social-media tools and applications</p> <p>P3. P3. Illustrate some of the issues associated with the use of social media tools and applications</p>
CU2. Compare different types of social media tools and applications	<p>You must be able to:</p> <p>P1. Identify Select one social media type for review</p> <p>P2. Review most popular tools and applications within that social media type</p> <p>P3. Itemize benefits across a range of the most popular tools and applications</p> <p>P4. Select most appropriate social media tool or application</p>
CU3. Set up and use popular social media tools and applications	<p>You must be able to:</p> <p>P1. Identify social media tools and applications for possible implementation</p> <p>P2. Initiate preferred social media tools and applications for use</p> <p>P3. Establish social media interface using text and file content</p> <p>P4. Initiate social networking interaction</p> <p>P5. Test and evaluate tools and applications for ease of use</p> <p>P6. Present findings</p>



Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- K7.** Basic technical terminology in relation to social networking and social media applications and tools
- K8.** Basic knowledge of uploading images, text files, pdf files, audio files, video files and link associated files
- K9.** Features and functions of social media applications
- K10.** Import and export software functions
- K11.** Linking documents
- K12.** OHS principles and responsibilities for ergonomics, including work periods and breaks
- K13.** Tagging to facilitate collaborative folksonomy
- K14.** Social media applications and procedures for connecting to social networking sites
- K15.** Use of input and output devices
- K16.** Use of RSS feeds to connect a social network.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

1. Establish customer needs
2. Design and develop technical documentation, such as system, procedures, training material and user guides, incorporating appropriate standard.



0112ECCE03A - Competency Standard E: Use Critical Thinking & Reflective Practice

Overview: This unit describes the performance outcomes, skills and knowledge required to develop communication skills used professionally. It covers plan and organise work and conduct trainings at workplace, along with demonstrating professional skills independently.

Competency Units	Performance Criteria
CU1. Justify the importance of critical thinking and reflective practice in teaching	<p>You must be able to:</p> <p>P1.Use Recognise the value of critical thinking and reflection in teaching children</p> <p>P2.Analyse theories, & models of reflective practice and examine the reflective practice cycle for classroom practice</p> <p>P3.Practice reflective planning for differentiated instruction and examine the essential principles involved in the practice of reasoned decision making</p> <p>P4.Categorize inquiry-based curriculum as an essential component of reflective practice</p> <p>P5.Plan strategies to analyse and make judgements about a task, a position, a process, a performance or another product or act.</p> <p>P6.Schedule activities for children to analyse and critique through engagement in formal tasks, informal tasks, and ongoing activities</p> <p>P7.Plan to integrate revised blooms taxonomy in daily routine plans</p>
CU2. Implement critical thinking and reflective practice in daily classroom routines	<p>You must be able to:</p> <p>P1.Identify Use critical thinking and critical pedagogy to design and implement routines in early childhood classrooms</p> <p>P2.Integrate any two models of reflective practice and frame them in reflective practice cycle for classroom teaching</p>



	<p>P3. Use the essential principles of critical thinking and reflective practice to make rational decisions in early childhood settings</p> <p>P4. Use inquiry-based curriculum for daily reflective practices</p> <p>P5. Implement activities to analyse and make judgements about a task, a position, a process, a performance or another product or act.</p> <p>P6. Use activities for children to analyse and critique through engagement in formal tasks, informal tasks, and ongoing activities.</p> <p>P7. Integrate bloom's taxonomy in daily routine plans</p> <p>P8. Review and reflect upon their own teaching practices for further improvement</p>
<p>CU3. Use critical thinking and reflective practice as professional development tools</p>	<p><i>You must be able to:</i></p> <p>P1. Distinguish various tools for self-reflection</p> <p>P2. Utilize critical thinking and reflective practice to examine own thinking and that of others by making judgments based on reasoning, analysing options using specific criteria, and draw conclusions.</p> <p>P3. Record critical reflections following Gibb's Reflective Cycle</p> <p>P4. Analyse bloom's taxonomy to develop higher order critical thinking</p> <p>P5. Review ideas for collaborative reflective practice</p> <p>P6. Reflect to consider purpose and perspective, pinpoint evidence, use explicit and implicit criteria, make defensible judgements or assessments, and draw conclusions</p> <p>P7. Design and maintain professional portfolio</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the



knowledge of:

- K1.** Introduction to Critical Thinking, Critical Theory and Pedagogy
- K2.** Essential aspects of critical thinking
- K3.** Early Childhood Teacher/Educator as critical thinker
- K4.** Teaching Strategies to help promote critical thinking
- K5.** Teaching and learning in 21st Century
- K6.** Cooperative Teaching and Learning Strategies
- K7.** Discussion and Debate
- K8.** Critical Question-Answer Forums
- K9.** Classroom Assessment Techniques
- K10.** Taxonomy of question types
- K11.** Bloom's taxonomy Revised Version
- K12.** Reflective Practice & Reflective cycle
- K13.** Reflective and Critical Writing
- K14.** Theoretical Perspectives and Models of Professional Development
- K15.** Reflective Models of Professional Development
- K16.** Action and Reflection
- K17.** Gibb's Reflective Cycle
- K18.** Roots of critical pedagogy
- K19.** Critical pedagogy and role of teacher and student
- K20.** Commonly used pedagogies
- K21.** Tools and Techniques of Critical Thinking and Reflective Practices
- K22.** Mind Mapping
- K23.** Portfolio Development.
- K24.** Mentoring and Peer Support
- K25.** Communities of Practice and Knowledge

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the



following:

1. The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:
2. Write critical reflections to practice rational decisions
3. Utilize inquiry-based curriculum as an essential component of reflective practice
4. Engage children to analyse and critique through formal and informal activities
5. Plan and integrate blooms taxonomy for developing higher order thinking
6. Utilise self-reflection tools



0112ECCE03B - Competency Standard F: Manage and Administer School Organisation

Overview: This competency standard covers the skills, knowledge and attitude required to Practice professional ethics as an Early Childhood educator to understand the listening and speaking skills.

Competency Units	Performance Criteria
CU1. Understand The Terms School Organization, and Administration	<p>You must be able to:</p> <p>P1. Understand the key terms school organisation and administration</p> <p>P2. Recognize the difference between key terms</p> <p>P3. Identify the aims, objectives, and principles of school administration</p> <p>P4. State the nature and scope of school organisation and administration</p> <p>P5. List down things to do list, mentioning maximum possible activities, in the light of principles and scope of school organisation and administration</p>
CU2. Interpret The Role of Major Components of School Administration (Principal, Teacher And Pupils)	<p>You must be able to:</p> <p>P1. Understand the placement and importance of Principal</p> <p>P2. Recognise the responsibilities of a principal</p> <p>P3. Realise the challenges faced by principal</p> <p>P4. Identify the placement and importance of teacher</p> <p>P5. Define the responsibilities of a teacher</p> <p>P6. State the best qualities of a teacher</p> <p>P7. Respond to the expectations of School principal, children, and parents</p> <p>P8. Practice best professional ethics as a teacher in</p>



	<p>general and specifically as early years teacher</p> <p>P9. Enlist age/class wise basic requirement of children to have a supportive learning environment</p>
<p>CU3. Maintain School Building, Office, Library and Equipment Etc.</p>	<p>You must be able to:</p> <p>P1. Maintain school building infrastructure by continuous care and repair</p> <p>P2. Interpret students need and design age-appropriate classroom</p> <p>P3. Manage school offices (principal, reception, accounts etc.)</p> <p>P4. Establish and manage school library</p> <p>P5. Create and maintain outdoor environment for recreational activities</p> <p>P6. Make a list of all available stock (dead and live) in school</p> <p>P7. Organize a sick room and ensure the availability of basic first aid material</p> <p>P8. Manage uninterrupted supply clean drinking water</p> <p>P9. Ensure the availability of washrooms separately for boys and girls.</p> <p>P10. Develop future plan to incorporate the findings of child observation record & feedback of meeting in upcoming daily routines.</p>
<p>CU4. Prepare School Record</p>	<p>You must be able to:</p> <p>P1. Identify the need for and importance of record keeping.</p> <p>P2. Describe the process of maintenance of record keeping</p> <p>P3. Design some important registers to maintain school record</p> <p>P4. Relate the value of record keeping with day-to-day</p>



	functioning.
CU5. Appraise Co-Curricular Activities	<p><i>You must be able to:</i></p> <p>P1. Identify the need and importance of co-curricular activities</p> <p>P2. Enlist different co-curricular activities (minimum 8)</p> <p>P3. Describe some curricular activities (minimum 4)</p> <p>P4. State some benefits of above-mentioned activities.</p> <p>P5. Design guidelines to execute above-mentioned co-curricular activities</p> <p>P6. Identify some activities for the children of ECE classes</p>
CU6. Design School Timetable	<p><i>You must be able to:</i></p> <p>P1. Write Identify the importance of school timetable.</p> <p>P2. Explain different types of timetables.</p> <p>P3. Describe basic principles of timetable construction.</p> <p>P4. Plan a sample timetable for a primary school</p> <p>P5. Define daily routine for early years classroom</p> <p>P6. Design a daily routine plan for Early years classroom</p>
CU7. Exercise School Discipline	<p><i>You must be able to:</i></p> <p>P1. Define discipline.</p> <p>P2. Identify different types of discipline.</p> <p>P3. Enlist strategies to achieve and maintain good, disciplined environment.</p> <p>P4. Interpret causes of growing indiscipline and suggest remedies</p> <p>P5. Interpret the basic required disciplined behaviour early years classroom.</p> <p>P6. Plan activities to practice and implement above mentioned behaviours</p>



Knowledge & Understanding

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Introduction and meaning of Administration and school organization
- K2.** Aims, Objectives and scope of school Administration and school organization
- K3.** Nature and Principles of School Administration
- K4.** Major Components of School Administration (Principal, Teacher and Pupils)
- K5.** Placement, role, responsibility, qualities and scope of work (Principal and Teacher)
- K6.** Basics of maintaining and managing School building
- K7.** School Records
- K8.** School Timetable
- K9.** School Discipline
- K10.** Co-curricular activities

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Case Study: The role of Principal in school organization & administration
2. Design and share above play activities with parents / guardians to practice them in reinforce school activities.
3. Design a chart to prioritize the academic and non-academic



responsibilities of school administration

4. Design a table mentioning age appropriate co-curricular activities and activities to maintain discipline



0112ECCE03C - Competency Standard G: Maintain Relationship with Family, School and Community

Overview: This competency standard deal with learning the competencies needed to Maintain Relationship with Family, School & Community. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Measure the role of the teacher as an integral part of the community	<p>You must be able to:</p> <p>P1. Share information about the Child make checklists</p> <p>P2. Arrange PTM's to Parents are encouraged</p> <p>P3. Enlist Six Types of School-Family-Community Involvement</p>
CU2. Highlight the challenges of partnership with schools, families, and communities	<p>You must be able to:</p> <p>P1. List down the community education principles</p> <p>P2. Support Learning at Home Ideas for Parents</p> <p>P3. Enlist the community education goal</p> <p>P4. Effective partnerships provide a variety of opportunities</p>
CU3. Explore various ways to reach out to families and communities	<p>You must be able to:</p> <p>P1. Follow up with families.</p> <p>P2. Arrange field trips</p> <p>P3. Make checklists for communities and families</p> <p>P4. Organize sessions for kids and invite guest speakers.</p>
CU4. Evaluate the types of parental involvement	<p>You must be able to:</p> <p>P1. Take Actions that Encourage Parent Involvement</p> <p>P2. Analyze the effectiveness of the Decision-making strategy.</p> <p>P3. Apply strength-based-approach.</p>



Knowledge & Understanding

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Differentiate between society & community
- K2.** Explore the types of social institutions and explore their role in the community
- K3.** Justify the role of the teacher as an integral part of the community
- K4.** Defend & the purpose of building effective and highlight the challenges of partnership with schools, families and communities
- K5.** Explore various ways to reach out families and communities
- K6.** Evaluate the types of parental involvement

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Organise PTMs
2. Organize Charity shows, Sports days
3. Create checklists
4. Develop follow-up records
5. Arrange seminar/workshops



0112ECCE03D - Competency Standard H: Apply Assessment and Evaluation Techniques

Overview: This competency standard deal with learning the competencies to Apply Assessment & Evaluation Techniques. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Perform Assessment to Support Learning	<p><i>You must be able to:</i></p> <p>P1. Identify different child assessment methods</p> <p>P2. Practice different child assessment methods</p> <p>P3. Perform formative assessment.</p> <p>P4. Develop feedback process to enhance children learning and development</p>
CU2. Apply Assessment Strategies	<p><i>You must be able to:</i></p> <p>P1. Use quizzes, hand signals, response card and four corners.</p> <p>P2. Prepare report cards.</p> <p>P3. Record the pre-assessment</p> <p>P4. Identify formal and informal assessment</p> <p>P5. Identify children who need additional support</p>
CU3. Use Different Tools for Assessment & Evaluation	<p><i>You must be able to:</i></p> <p>P1. Design high scope COR (child observation record)</p> <p>P2. Make a checklists & rating scales</p> <p>P3. Develop portfolios</p> <p>P4. Evaluate record of children drawings and arts</p> <p>P5. Evaluate on basis of learning notes and stories</p> <p>P6. Evaluate children photographs and dictations.</p>



Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Importance of assessment
- K2.** Purpose of assessment
- K3.** Teaching strategies for assessment
- K4.** Tools for assessment & evaluation

Critical Evidence (s) required:

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Restate Record high-scope COR (child observation record).
2. Developmental checklists, task checklists and rating scales.
3. Create report cards.
4. Design a portfolio



0112ECCE03E - Competency Standard I: Integrate Inclusion and Diversity in Early Childhood Care and Education

Overview: This competency standard deal with learning the competencies needed to Integrate Inclusion and Diversity in Early Childhood Care and Education. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Demonstrate acceptance and attitude towards integrating Inclusion and Diversity in Early Childhood setting	<p>You must be able to:</p> <p>P1. Understand the historical perspective and paradigm shift in the field of Inclusive Education in ECE setting.</p> <p>P2. Demonstrate understanding and appropriate application of learning styles, modalities and intelligence theories.</p> <p>P3. Recognise the UN Convention on the Rights of Persons with Disabilities (CRPD), the fundamental right to Education of Special needs children.</p> <p>P4. Demonstrate awareness of global practices about SEN (Special Education Needs)</p>
CU2. Create an indoor / outdoor environment that ensures inclusion and diversity in early childhood setting.	<p>You must be able to:</p> <p>P1. Differentiate Plan developmentally appropriate arrangements and adaptations of classroom physical environment.</p> <p>P2. Identifying students at risk in terms of biological and environmental conditions.</p> <p>P3. Initiate a positive attitude / relationship among all children in the classroom.</p> <p>P4. Recognise conflicts that may develop when dealing with differences.</p> <p>P5. Identify their own role of Special Education Teacher in a diverse classroom setting.</p>



	P6. Create high expectations for every child to reach his or her full potential
CU3. Demonstrate the pedagogical skills that support diversity and inclusion in early childhood setting.	<p>You must be able to:</p> <p>P1. Understanding of how the dynamics of differences affect the process of learning.</p> <p>P2. Plan a variety of instructional strategies conducive to diverse needs of the children.</p> <p>P3. Plan, control and facilitate active learning in the classroom that caters to the different needs and abilities of the students.</p> <p>P4. Assess through a checklist to determine whether students are achieving academic goals.</p>
CU4. Create partnership with families and community to promote diversity and inclusion in Education.	<p>You must be able to:</p> <p>P1. Recognise the parental role in Inclusive education.</p> <p>P2. Practice collaboration with families in inclusive classroom setting.</p> <p>P3. Develop relationship with community as a part of Inclusive education</p>

Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Understand basic policy statements, concepts & terms.
- K2.** Exhibit awareness of global practices about diversity and inclusion.
- K3.** Identify early developmental, physical and behavioural disorders.
- K4.** Identify learning disorders such as ADHD, Autism, and Dyslexia etc.
- K5.** Plan and design curriculum based on research and developmentally appropriate practices.
- K6.** Demonstrate strong communication and presentation skills.



- K7.** Get expose to family-centered practices to build partnership for inclusion.
- K8.** Comprehend instructional adaptations and modifications.
- K9.** Understand Curriculum & instructional Goals
- K10.** Critically Analyse various developmentally
- K11.** Recognize the importance of individualized education program (IEP) for children with special education needs (SEN).
- K12.** Exhibit awareness of four stages of awareness for example self-awareness, community awareness, cultural awareness and environmental awareness.

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Design activities for self, community, cultural and environmental awareness.
2. Design and display timetables and instructions prominently in the classroom.



0112ECCE03F - Competency Standard J: Setting and Managing Day-Care Centre

Overview: This competency standard deal with learning the competencies needed Setting and Managing Day-care Center. That includes comprehensive knowledge of Day-care setting in Pakistan. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Understand the term day-care and its importance	<p>You must be able to:</p> <p>P1. Identify the purpose and scope of a day-care setup.</p> <p>P2. Distinguish between different types of childcare/ day-care services.</p> <p>P3. Establish an understanding of the historical background of day-care/childcare services.</p> <p>P4. Appraise the qualities / characteristics of good childcare/ day care service</p>
CU2. Practice professional ethics in a day-care setting	<p>You must be able to:</p> <p>P1. Understand the role of a childcare provider.</p> <p>P2. Realise the scope and nature of work in a childcare / day-care setting</p> <p>P3. Demonstrate responsibilities as per the set standards of NAEYC.</p> <p>P4. Categorize the different age group in day-care environment</p>
CU3. Value the guidelines and standards for day-care centers in Pakistan	<p>You must be able to:</p> <p>P1. Describe the term and the purpose of these guidelines and standards</p> <p>P2. Enlist the factors related to building and space requirements.</p>



	<p>P3. Identify the child -adult ratio in a daycare setting</p> <p>P4. Design a check list to ensure hygienic and safe environment.</p> <p>P5. Demonstrate effective professional partnership with parents</p> <p>P6. Maintain child's record as per the given guideline</p> <p>P7. Realise procedure and scope of staff record keeping</p> <p>P8. Plan age-appropriate diet chart as per the provided guild lines</p> <p>P9. Prepare a list of required material to set a daycare.</p>
CU4. Establish a day-care center	<p><i>You must be able to:</i></p> <p>P1. Conduct a need assessment survey of the targeted community to set priorities</p> <p>P2. Draw a vision statement.</p> <p>P3. Construct a set of principles for day-care setup.</p> <p>P4. Make a list of required resources (Human, Equipment and Financial)</p> <p>P5. Identify a suitable location</p> <p>P6. Shop the required material/ equipment's</p> <p>P7. Choose appropriate human resource</p> <p>P8. Operationalize effectively the day-care services.</p>

Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Meaning of day-care and its Purpose
- K2.** Scope and types of childcare Services
- K3.** Historical background



- K4.** Role and responsibilities of day-care professionals
- K5.** National (Punjab) standards and guidelines of day-care services
- K6.** Steps to create a day care service
- K7.** ECCE standards set by NAEYC

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Design guidelines for day-care quality standards in local context.
2. Develop a step-by-step guidebook for the setting and managing a day care in Pakistani context.
3. Design a need assessment survey form before starting a day/childcare service.
4. Develop a checklist to mention all required resources (Human, equipment and financial) in detail.



0112ECCE03G - Competency Standard K: Practice Positive Parenting

Overview: This competency standard deal with learning the competencies needed to Practice Positive Parenting. That includes comprehensive knowledge of Parental attachment and its styles, healthy lifestyle of child, developmental need of children, difference between punishment, reward and discipline and skills for better cooperation with and motivation of the child. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Understand Parenting Aand Positive Parenting	<p>You must be able to:</p> <p>P1. Create Design Understand what it meant to be a parent.</p> <p>P2. Distinguish between different four parenting styles.</p> <p>P3. Identify the meaning of Positive Parenting</p> <p>P4. Recognize the Principles and elements of positive parenting</p> <p>P5. Relate the impact of different parenting styles by observing young children.</p> <p>P6. Establish an understanding of positive parenting style.</p> <p>P7. Perceive and apply the required behaviour to practice positive parenting</p> <p>P8. List challenges of positive/ parenting</p> <p>P9. Enlist the possible strategies to handle challenges and practice positive parenting</p>
CU2. Practice Parental Attachment And its Styles	<p>You must be able to:</p> <p>P1. Understand the concept of attachment and parental attachment.</p> <p>P2. Learn attachment styles and patterns.</p>



	<p>P3. Demonstrate Therapeutic parenting through practical approach</p> <p>P4. Realize parental attachment issues and recommendations to deal with them.</p> <p>P5. Describe parental practices and interventions</p> <p>P6. Interpret different attachment styles, patterns, and their impact on children.</p> <p>P7. Explore different parenting interventions.</p> <p>P8. Restate the important factors of positive parenting</p>
<p>CU3. Respond to the Developmental Need of Children</p>	<p><i>You must be able to:</i></p> <p>P1. Interpret the development milestones</p> <p>P2. Demonstrate activities to response the specific need of the child for different age group</p> <p>P3. Enlist Key development indicators especially for physical, psychosocial, emotional and brain development.</p> <p>P4. Design a check list to observe development process.</p> <p>P5. Plan strategies to support development process.</p> <p>P6. Understand the need of positive responsive relationship</p> <p>P7. Built connection with the child development for the interaction with environment and adults (parents specially)</p>
<p>CU4. Recognise the Difference Between Punishment, Reward and Discipline</p>	<p><i>You must be able to:</i></p> <p>P1. Describe the expected behaviour of young children</p> <p>P2. Understand discipline and its key factors.</p> <p>P3. Discuss punishment and its characteristics.</p> <p>P4. Design activities to support young children to display positive behaviour and emotions.</p> <p>P5. Realize the negative impact of punishment.</p>



	<p>P6. Demonstrate the role of adult in developing a disciplined child.</p> <p>P7. Acknowledges the role of reward by designing activities to promote disciplined behaviour of young children.</p> <p>P8. Provide guideline for parents to control their temperament.</p>
<p>CU5. Communicate Young Children</p>	<p>You must be able to:</p> <p>P1. Define communication skills and its types.</p> <p>P2. Describe parents` communication skills in relation to the child development and care.</p> <p>P3. Understand the patterns of nonverbal communication.</p> <p>P4. Recognize the characteristics of verbal communication by recognizing pitch, tone, pronunciation, and content.</p> <p>P5. Interpret the communication skills for positive impact.</p> <p>P6. Enlist the skills to improve child parent communication skills.</p>
<p>CU6. Improve Parents` Skills for Better Cooperation with and Motivation of the Child</p>	<p>You must be able to:</p> <p>P1. Understand motivational skills for positive parenting.</p> <p>P2. List down the strategies to practice motivational skills.</p> <p>P3. Design motivational family rules.</p> <p>P4. Identify parenting pyramid</p> <p>P5. Explain parenting pyramid with context base examples.</p>

Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Parenting and positive parenting
- K2.** Four parenting styles
- K3.** Attachment and parental attachment



- K4. Attachment styles and patterns (therapeutic parenting)
- K5. Parental attachment issues and recommendations
- K6. Behavioural principles for positive parenting
- K7. Punishment and discipline
- K8. Development milestones
- K9. Behaviour management
- K10. Specific guidelines for parents
- K11. Exploring the communication networks of child
- K12. Appropriate practice to meet child needs
- K13. Developing parental awareness and counselling program
- K14. Positive parent-child relationships building
- K15. Keeping your cool
- K16. Psychosocial crisis and strategies to overcome
- K17. Parents` communication skills in relation to the child
- K18. Parents` skills for better cooperation with and motivation of the child
- K19. Motivational skills
- K20. Motivational family rules and consequences
- K21. Parenting pyramid

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Develop a guidebook for positive parenting of different age group i.e. infant and toddlers, preschool children and children, school aged children
2. Design a checklist to mention principals of positive parenting
3. draw a parenting pyramid
4. Design an booklet for communication skills of parents and conduct an awareness session by using that booklet for the parents/ community



0112ECCE03H - Competency Standard L: Execute Pedagogical Leadership

Overview: This competency standard deal with learning the competencies needed to Execute Pedagogical Leadership. That includes comprehensive knowledge of common goals and expectations, a collegial work environment for teachers and other stakeholders, children's learning outcomes and teaching practices. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Create Common Goals and Expectations	<p>You must be able to:</p> <p>P1. Develop a curriculum vision</p> <p>P2. Translate the vision into</p> <p>P3. curriculum goals/outcomes by setting and communicating learning goals/outcomes with staff and other stakeholders</p> <p>P4. Match learning experiences to learning goals/outcomes</p> <p>P5. Monitor learning goals/outcomes with staff and other stakeholders</p> <p>P6. Identify and analyse dimensions of leadership, roles and responsibilities</p>
CU2. Plan and Coordinate the Curriculum with Teacher	<p>You must be able to:</p> <p>P1. Realise Experiment with espoused curriculum to meet national requirements and children's needs and interests</p> <p>P2. Examine the alignment of teaching strategies and assessment to teaching and learning principles</p> <p>P3. Monitor the implementation of curriculum and review the curriculum with teachers</p> <p>P4. Measure teachers' strengths, need areas, beliefs, and personal philosophy of teaching through direct and indirect observations</p>



	<p>P5. Design strategies to unlearn the rigid beliefs and philosophy of teaching and learning</p>
<p>CU3. Build a Collegial Work Environment for Teachers and other Stakeholders</p>	<p><i>You must be able to:</i></p> <p>P1. Create a physical environment /climate that provides opportunity to allow more interaction among teachers in order to encourage collegiality, group & pair work</p> <p>P2. Arrange structured activities to bring teachers together to achieve the common goals</p> <p>P3. Create leadership positions by delegating roles and responsibilities as coordinators, subject coordinators, discipline in charges and curricular coordinators.</p> <p>P4. Provide guidance & support for team building among teachers</p> <p>P5. Arrange professional development sessions for teachers to gain knowledge, skills, and attitudes to effectively plan and execute daily routines and design environment to support curriculum</p> <p>P6. Apply reflective practice, peer coaching, mentoring and concept of critical friends for teachers</p> <p>P7. Create guidelines to distribute responsibilities for pedagogical leadership & clarify power relationships between stakeholders</p>
<p>CU4. Evaluate Children's Learning Outcomes and Teaching Practices</p>	<p><i>You must be able to:</i></p> <p>P1. Define Observe, Record & Analyze children's learning outcomes, using appropriate observation tools</p> <p>P2. Create environment to initiate dialogue with teachers on teaching practices by using reflective & self-appraisal tool</p> <p>P3. Use self-appraisal tool to evaluate own curriculum & train teachers and other related staff to use the tool as well</p> <p>P4. Conduct frequent classroom observation to determine the</p>



	<p>quality of teaching and learning</p> <p>P5. Generate post observation discussion with the teacher to provide constructive feedback and recommend PD sessions as per the need</p>
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Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Introduction to Pedagogical Leadership.
- K2.** Leadership in Context.
- K3.** Secrets behind Educational Success in Early Childhood Settings
- K4.** Role of a Leader in early childhood schools.
- K5.** Design & use curriculum effectively.
- K6.** Integrating subjects in Early Childhood way - Phenomenon based Learning.
- K7.** 21st century skills & ways of working.
- K8.** Curriculum Reforms.
- K9.** Teaching v/s Learning.
- K10.** Administrative v/s Pedagogical Leadership.
- K11.** Happy Schools.
- K12.** Professional development tools self-reflection, peer coaching, mentoring and critical friend
- K13.** Leadership Evaluation/Assessment
- K14.** School climate
- K15.** Developmental milestones & Nurturing Care Framework for Early Childhood Development
- K16.** Reflection framework
- K17.** Observation Tools checklist, rating scales, samples etc.
- K18.** National & International Standards & guidelines for ECCE
- K19.** School Environment Rating Scales /Checklist
- K20.** Constructive Feedback
- K21.** Mentoring, peer coaching and critical friend
- K22.** Teachers Professional Development
- K23.** Self-appraisal tool



- K24. Post Observation Discussion
- K25. Collegial Work Environment in School
- K26. Creating Common Goals and Expectations
- K27. Team building

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Develop a curriculum vision, goals, and expectations
2. Identify and analyse dimensions of leadership
3. Monitor the implementation of curriculum and review the curriculum with teachers
4. Measure teachers' strengths, need areas, beliefs, and personal philosophy of teaching through direct and indirect observations
5. Provide guidance and support for team building
6. Conduct professional development sessions for teachers
7. Apply reflective practice, peer coaching, mentoring and concept of critical friends for teachers
8. Create guidelines to distribute responsibilities for pedagogical leadership & clarify power relationships:
9. Use self-appraisal tool to evaluate curriculum & train teachers /other related staff
10. Conduct frequent classroom observation to determine the quality of teaching and learning
11. Generate post observation discussion with the teacher to provide constructive feedback





0112ECCE03I - Competency Standard M: Practice ICT in Early Years

Overview: This competency standard deal with learning the competencies needed to Practice ICT in Early Years. That includes comprehensive knowledge of ICT in whole child development, ICT competence and standards for teaching, establishing digital safe environment, etc. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Use ICT with and by Children	<p>You must be able to:</p> <p>P1. Create the various views on technology for teaching and learning to create an argument to outline the strengths and weaknesses of using educational technology.</p> <p>P2. Describe the ways in which various technologies support different kinds of student learning</p> <p>P3. Select appropriate Apps to support children learning.</p> <p>P4. List down developmental appropriate practice of ICT for infant, toddler, young children.</p> <p>P5. Practice STEM with Young Children: Simple Robotics and Programming as Catalysts for Early Learning</p> <p>P6. Create ICT resources according to the curriculum</p>
CU2. Ensure ICT in Whole Child Development	<p>You must be able to:</p> <p>P1. Use ICT to support physical development of a child</p> <p>P2. Use ICT to support social development of a child</p> <p>P3. Use ICT to support emotional development of a child</p> <p>P4. Use ICT to support cognitive development of a child</p>
CU3. Integrate ICT Competence and	<p>You must be able to:</p> <p>P1. Understand how teachers can begin to integrate</p>



Standards for Teaching	<p>technology into classroom activities in order to promote learning that is active, collaborative, constructive, authentic, and goal directed</p> <p>P2. Identify the strategies for professional development of teachers (ICT Competence framework UNESCO)</p> <p>P3. Analyse ISTE Standards for teachers and educators.</p>
CU4. Adapt ICT for Teaching and Learning	<p>You must be able to:</p> <p>P1. Review the national and international curriculum for early year's education with respect to children's use of technologies and development of digital literacy</p> <p>P2. Integrate ICT in ECCE Curriculum</p> <p>P3. Identify the issues and trends in the use of computers in classroom teaching.</p> <p>P4. List out various ways in which different types of technology assess different types of student learning</p>
CU5. Contribute to Establishing Digital Safe Environment	<p>You must be able to:</p> <p>P1. Examine the importance of staying healthy and safe in digital world</p> <p>P2. Differentiate the useful and harmful effect of technology.</p> <p>P3. Explore ways that can involve family in using technology</p>
CU6. Examine ICT for Children with Special Education Need	<p>You must be able to:</p> <p>P1. Develop, implement and reflect on lesson plans integrating ICT to facilitate children's learning.</p> <p>P2. Incorporate ICT for children with special educational needs</p> <p>P3. Use accessible ICTs for Inclusive Education.</p> <p>P4. Suggest research evidences that support ICT with special education needs.</p>

Knowledge and Understanding:



The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Introduction to ICT
- K2.** Scope and essentials
- K3.** History and background
- K4.** Categories of ICT
- K5.** Emerging trends of ICT
- K6.** Use of ICT with and by children
- K7.** Creating coding stories and games
- K8.** Stepping into STEM with Young Children
- K9.** Selecting Apps to support's children learning
- K10.** ICT in whole child development
- K11.** ICTs Integration, Standards and Competencies for Teachers
- K12.** Integration of ICT in ECCE Curriculum
- K13.** ICT competencies Framework for Teachers (UNESO)
- K14.** National Professional Standards (NTSTP) for ICTs in Education
- K15.** ISTE Standards for teachers and educators
- K16.** Adapting ICT for teaching and Learning
- K17.** Importance of staying safe in digital world
- K18.** ICT for children with special education needs
- K19.** Accessible ICTs for Inclusive Education

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Develop a booklet of 10 age appropriate ICT base activities that can be implemented in ECCE setting
2. Develop E portfolio
3. Prepare a presentation about how to stay safe and healthy in Digital world-30



4. Plan & Execute age appropriate ICT based activities in Early Years Setting
5. Performing a Role Play on “how to stay safe and healthy in digital world”



0112ECCE03J - Competency Standard N: Perform Practicum III (Seminar/ Workshop/Symposium)

Overview: This competency standard deal with learning the competencies needed to Perform Practicum III (Seminar/Workshop/Symposium). That includes comprehensive knowledge of outline, perform and evaluate practicum III. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Outline practicum III (seminar/workshop/symposium)	<p>You must be able to:</p> <p>P1. Identify target audience and speakers</p> <p>P2. Create title, goals, objectives, format, and theme</p> <p>P3. Choose the materials/content needed for seminar, workshop, and symposium</p> <p>P4. Plan the event logistics & effective team management</p>
CU2. Perform Practicum III	<p>You must be able to:</p> <p>P1. Apply the 7Rs of logistics to ensure effective implementation of Practicum III</p> <p>P2. Create and finalise the content/material by focusing the title, goals, objectives, format, and theme</p> <p>P3. Use any one of these formats workshop, seminar, or symposium to implement the practicum III</p>
CU3. Evaluate Practicum III and write a detailed report	<p>You must be able to:</p> <p>P1. Use assessment tools (rating scale, checklists, and semi structure interviews) to record the evidence for interpretation and analysis.</p> <p>P2. Interpret and analyse the assessment evidence to suggest changes in practices</p> <p>P3. Compose a comprehensive report highlighting the planning phase, execution phase, feedback of targeted</p>



	audience and the self-assessed reflections
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Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Workshops/seminars and symposium
- K2.** Purpose and significance of workshop/seminar and symposium
- K3.** Roles and Responsibilities
- K4.** Identifying speakers and audience
- K5.** Planning to set the title, goals, and objectives
- K6.** Planning to set the format, and theme
- K7.** Preparing content/ materials
- K8.** Setting budget, venue and date
- K9.** Promotion, Marketing and Registration Process
- K10.** Execution/ conducting session/event
- K11.** Workshop/seminar and symposium monitors
- K12.** Evaluation /Assessment tools (Checklist, Rating Scales and Semi-Structured Interview
- K13.** 7Rs of logistics
- K14.** Report writing

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Create title, goals, objectives, format, and theme
2. organize the materials/content needed for seminar, workshop, and symposium
3. Plan the event logistics & distribute roles to execute and monitor



4. Apply the 7Rs of logistics to ensure effective implementation of Practicum III
5. Create & finalize the content/material by focusing the title, goals, objectives, format, and theme
6. Practice any one of these formats workshop, seminar, or symposia to qualify practicum III
7. Use assessment tools to record findings
8. Analyse the findings
9. Compose a report



0112ECCE03K - Competency Standard O: Implement Green Skills at Workplace

Overview: This competency standard deal with learning the competencies needed to Implement Green Skills at Workplace. That includes comprehensive knowledge of power management techniques, efficient resource management and waste management. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Use Power Management Techniques	<p><i>You must be able to:</i></p> <p>P1. Reduce the brightness of the screen, saving the battery which in turn helps in saving the power, and most importantly turning off the device when not in use.</p> <p>P2. Use LED and LCD monitors in place of CRTs</p>
CU2. Use Efficient Resource Management	<p><i>You must be able to:</i></p> <p>P1. Turn off the computer when not using</p> <p>P2. Switch off the External devices when not needed</p> <p>P3. Facilitate energy management</p> <p>P4. Use Devices which consume low energy</p> <p>P5. Use handheld equipment rather than PCs for basic tasks</p> <p>P6. Use both sides of the paper for printing</p>
CU3. Characterise the Final Waste	<p><i>You must be able to:</i></p> <p>P1. Understand the composition of waste.</p> <p>P2. Sort the generated waste (Fabric waste, Chemical waste, Paper waste, etc.) at workplace</p> <p>P3. Maintain record of reusable materials</p>
CU4. Dispose Off the Final Waste	<p><i>You must be able to:</i></p> <p>P1. Arrange waste material for disposal</p>



	P2. Apply green waste management practices to take appropriate action for waste disposal
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Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Green energy with respect to global warming
- K2.** Power management techniques
- K3.** Energy saving techniques
- K4.** Waste management techniques

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

- 3. Portfolio
- 4. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

- 1. Explain the composition of waste.
- 2. Differentiate between Waste which remain at road sides or at producers



COMPLETE LIST OF TOOLS AND EQUIPMENT

SR#	Tools & Equipment	Quantity
1.	Computer Systems	25
2.	Scanner	1
3.	Printer	1
4.	Illustration of childhood rights	01 Set
5.	White board	01 Nos.
6.	Permanent Markers	25 Nos.
7.	Presentations /lectures	25 Nos.
8.	Sheet standees	01 Nos.
9.	Printer	01Nos.
10.	Posters	25 Nos.
11.	Colour Pencils	25Set
12.	Crayons	25 Sets
13.	Board Markers	25 Nos.
14.	Empty cartons	25 Nos.
15.	Block of different kind	05 Set
16.	Clay	25 Nos.
17.	Sand	05 Bags
18.	Stones	05 Bags
19.	Safe waste material	05 Bags
20.	Toys	25 Set
21.	Water	25 Liter
22.	Reading hand-outs	25 Set
23.	Virtual videos	25 Nos.



24.	Digital devices	01 Nos.
25.	PowerPoint presentations	01 for each module
26.	PowerPoint presentations Board	01 Nos.
27.	Chalk	25 Boxes
28.	Chart papers	25Set (Different Colours)
29.	White papers	10Rims.
30.	Development milestone checklist	25 Nos.
31.	Props for role play	02Set
32.	Voice recorder	01 Nos.
33.	Digital camera	01 Nos.
34.	Child & teacher portfolios	25 Nos.
35.	Observation tools	01 Nos.
36.	NAEYC Code	01 Nos.
37.	ECCE Policy Doc	01 Nos.
38.	National ECCE Curriculum & Standards, Reflection framework	01 Nos.
39.	Routine Plan Template	01 Nos.
40.	Learning Centers& resources with guidelines	01 Nos.
41.	Nurturing Care Framework for ECD	01 Nos.
42.	Mentor and Mentee teacher guideline	01 Nos.
43.	Teaching Professional Portfolio	02 Nos.
44.	Loudspeakers	02 Nos.
45.	Interactive board	01 Nos.
46.	E-teaching tools such as Zoom, G Suite, LMS, Google cloud, social media, Gmail meet up etc.	01 Nos.
47.	Black board	01 Nos.
48.	Planners	02 Nos.



49.	Daily routine segment chart	01 Nos.
50.	Duster	02 Nos.
51.	Chart Board	01 Nos.
52.	Visual aids	01 Nos.
53.	Concrete Material	02 Bags
54.	Basic Literacy resources	02 Set
55.	Story books	25 Nos.
56.	Sandpaper Letters	25Set
57.	CVS words	25 Set
58.	High Frequency Words	25 Set
59.	Hand and Finger Puppets	25 Nos.
60.	Moveable Alphabets	25 Nos.
61.	First aid box and kit	01 Nos.
62.	Bandages	15 Boxes
63.	Fire Extinguisher	01 Set
64.	Guaze pads	25 Nos.
65.	Surgical tape	25 Nos.
66.	Small mirror	05Nos.
67.	Wipes	10 Boxes
68.	Hand sanitizer	10 Nos.
69.	Thermometer	10 Nos.
70.	Flash cards	25 Set.
71.	ECE related documents	01 Nos.
72.	Water Colour Brushes	25 Nos.
73.	Audio recordings	01Nos.
74.	Word vocabulary basket	02 Nos.



75.	Art and craft material	25Set
76.	Basic language related resources	02 Nos.
77.	Template of observation	25 Nos.
78.	Reflective tools	02 Nos.
79.	Pen	25 Nos.
80.	Pencils	25 Nos.
81.	Erasers	25 Nos.
82.	Sharpeners	25Nos.
83.	Towel	25Nos.
84.	Crayons	25 Set
85.	Tongue Depressors, Paper	25 Nos.
86.	Poster sheets of different size and colours	25 Nos.
87.	Water Colours	02 Nos.
88.	Paint Brushes different sizes	25 Nos.
89.	German Glue	25 Nos.
90.	Sticko	25 Nos.
91.	Paper Plate	50 Nos.
92.	Colour Pallet	25 Nos.
93.	Bowls for Water	25 Nos.
94.	Bowls	25 Nos.
95.	Glass/Cups	25 Nos.
96.	Creep Paper of Different Colours	25 Set
97.	Straw	10 Boxes
98.	Plastic fork	50 Nos.
99.	Scissors	02 Nos.
100.	Plastic Spoon	50 Nos.



101.	Napkins	50 Nos.
102.	Classroom norm chart	04 Nos.
103.	Cup Cake Liner	04Boxes
104.	Coloured Card Sheet	100Nos.
105.	Flashcards for caring dispositions	25 Nos.
106.	Empty Milk Carton	25 Nos.
107.	Old CD	25 Nos.
108.	Covers	25 Nos.
109.	Plastic Bottles of any Size	25 Nos.
110.	Lace, Buttons	50 Nos.
111.	All possible waste material available in the environment	04 Nos.
112.	Feeling vocabulary cards	02 Nos.
113.	Reading hand outs	04 Nos.
114.	Stories for nurturing caring dispositions in children	04 Nos.
115.	Diversity images	25 Nos.