



ASSOCIATION FOR EARLY CHILDHOOD
EDUCATORS (SINGAPORE)

24th
Annual General Meeting

HONORARY SECRETARY'S REPORT
January 2021 – December 2021

Wednesday, 30 March 2022
7.30pm to 8.30pm

28

The AECES 23rd Annual General Meeting was held on 27 March 2021 via Virtual Video Conferencing using ZOOM. A total of 28 members were present.

The following members served in the 23nd Executive Committee for the year 2021:

President: *Dr Christine Chen*

Vice-President: *Ms Charmaine Teo*

Hon. Secretary: *Ms Lee Chiew Lin, Crissen*

Asst. Hon. Secretary: *Ms Ameliza Binte Ahmad*

Hon. Treasurer: *Ms Toh Lu See*

Asst. Hon. Treasurer: *Dr Lucy Chew - Quek*



Committee Members:

Ms Cheong Su Fen

Ms Koh Ai Leng, Patricia

Ms Koh Hui Hua

Ms Narayana Samy Pushpavalli

Ms Ong Tze Ling, Julene

The 1st meeting of the 23nd Executive Committee convened on 22 February 2021 and a total of 4 meetings were held during the term.



AECES has a membership of 663 as at 31 December 2021.

AECES as an Association promotes a collaborative community that build the foundation for the development of children and their families. As such, AECES was involved in:

- Collaboration & Professional Affiliations
- Community Development Programmes
- Professional Development Programmes
- Publications

Collaboration & Professional Affiliations



**Childhood Education
International™**



National Council of Social Service (NCSS)



Child Research Net Asia (CRNA)



INTERNATIONAL
STEP by STEP
ASSOCIATION

International Step by Step Association (ISSA)



The Asia-Pacific Regional Network for Early Childhood (ARNEC)

Community Development Programmes

AECES continues to be in the forefront of various community development projects in 2021.

Focused Language Assistance in Reading -FLAiR Programme

FLAiR programme is an MOE Programme.



AECES has been administrating and coordinating FLAiR since 2006. In June 2018, AECES was awarded the professional development package which includes conducting Certificate Course in Early Childhood Literacy- CEL and Promoting & Enhancing Early Literacy - PEEL; arranging developmental visits by Advocates and organizing Learning Circles.

CEL

16 Pro FLAiRs

PEEL

59 Pro FLAiRs

**Advocate Visitation
(at least once)**

402 Pro FLAiRs

**4
Learning
Circles**





KidSTART is an upstream programme to help children aged 0 to 6 years from low-income families to have a good start in life by empowering families to build strong foundations for their children and foster positive child development outcomes.

In 2021, AECES was awarded the contract for recruitment, selection and management of 10 KidSTART Mentors, 6 KSG Facilitators and 3 Programme Executives to support KidSTART practitioners and deliver KSGs in 6 specified SSO regions – across 12 sites.



KidSTART@Home



KidSTART@Community



KidSTART@Preschools

KidSTART@Home

Home Visitors conduct regular home visits to pregnant mothers, providing them with knowledge in early childhood development, health and nutrition up till the child is 3 years old. Since the onset of the Covid-19 pandemic, face to face visits are limited to families with high needs, while families with low to moderate needs receive tele-visits through video calls. In view of the Safe Management Measures, most of the fidelity checks for the programme have been conducted through video call observations.

Facilitators carry out KidSTART group (KSG) sessions for KidSTART families with children ages 1 to 3. The weekly sessions aimed to improve child development knowledge, parent-child interaction and social connectedness. Families who need additional support and coaching will also receive home visits (In-Home Support). Due to the COVID-19 pandemic, the parent-child group sessions have been carried out virtually.

KidSTART@Community

KidSTART@Preschools

With additional resources provided in selected preschools, KidSTART children ages 2 months to 6 years old learn skills and knowledge useful for school readiness while their parents receive support in the area of parenting, child growth, health and nutrition. Fidelity assurance is carried out through video call observations due to the evolving pandemic situation.

Professional Development Programmes

Courses with SkillsFuture Singapore (SSG) Funding



- **Code of Ethics (Synchronous & Asynchronous E-Learning)**
- **Engaging Families in Supporting Children**

enrolled and successfully completed the courses

Customised Workshops

- **Code of Ethics (English) - 45 learners**
- **Code of Ethics (Chinese) - 26 learners**
- **Developing social-emotional skills in 0 to 3 (Chinese & English) - 41 learners**



PROFESSIONAL DEVELOPMENT PROGRAMME

For Leaders

Professional Development Programme Virtual Overseas Study Trips

AECES was awarded the contract by Early Childhood Development Agency (ECDA) to plan, coordinate and facilitate the virtual study trips for the EC educators on the PDP (L) to learn from countries with well-established EC institutes / preschools.

The trips will allow EC leaders to learn best practices of foreign EC curriculum, pedagogy and leadership skills, which they can apply in their work as leaders. The EC leaders will be given opportunities to share their facilitated study trip experience with their peers and the sector in Singapore after the trip.

In 2021, AECES organized 5 virtual overseas study trips for 141 centre leaders.



| EC LANDSCAPE |



ALL ABOARD VIRTUALLY!

A VIRTUAL STUDY TRIP TO THREE COUNTRIES GAVE EARLY CHILDHOOD LEADERS MUCH TO REFLECT ON IN THEIR PROFESSIONAL AND PERSONAL GROWTH.

the learning corners, practices and their leadership philosophies.

Another participant, Ms Ann Chia, president of Cheesie Hearts Discovery Land, noted that the teachers at Little Sprouts make available their lesson plans to parents to help them plan towards their children's learning at home. Parents are also invited to contribute towards what they would like their children to learn, while providing guidance. It is important for the home and preschool to build a trusting relationship and have strong connections in the interest of the child," adds Ms Chia.

The trip also emphasized the need to balance personal and professional development. "We realized that we had to take care of our needs before our own, which may lead to burnout. I want to encourage centre leaders to be mindful and intentional in carving out time for themselves to recharge. Something as simple as having an hour of undisturbed lunch can do wonders for our sense of wellbeing," says Ms Koh.

INSPIRATIONS AND INSIGHTS

COVID-19 may have put a halt to physical travel last year, but educators were still able to network and learn from their overseas counterparts via a virtual study trip. Early Childhood (EC) leaders on the Professional Development Programme for Leaders, or PDL(L), spent a week last November and December making virtual visits to three preschools: Little Sprouts in the US, Double Love Preschool in Taiwan, and Bambi Step by Step Kindergarten in Thailand.

ECDA, together with the Association for Early Childhood Educators (Singapore) (AECES), conducted the entire one-week trip online. President of AECES, Dr Christine Chen, was gratified by the scope of the programme. "In a day we covered three countries in the West, which could never be done physically. Our partners were so accommodating that time differences did not pose a barrier."

Mrs Koh Hui Sui, Cluster Principal at Star Learners Group, was pleased with how the virtual trip facilitated visits to different preschools abroad. The PDL(L) participants had the opportunity to observe children in various areas via videos. They also got to interact with the teachers and engage in in-depth discussions with centre leaders of the preschools they visited. "Listening to their experiences and perspectives opened up a world of new ideas and possibilities as reflected upon our own local teaching practices."

She was especially struck by the child-centered approach in Bambi Step by Step Kindergarten. Teachers allow children to establish the day's programme by arranging activity cards in time order on a board. Children feel more empowered as they take ownership of the choices they make and take responsibility for their choices, says Mrs Koh. Besides taking a virtual "walk" through the centre via an immersive video experience, the participants had dialogues with the centre leader about

KNOW THIS

Dr Christine Chen identified three key learnings from the virtual study trip.

- Inclusive education does not only mean including children with additional needs. It means creating a culture of inclusiveness where similarities and differences are embraced and celebrated in both the centre's programme and curriculum.
- Family involvement and engagement is a strength. It is important in developing children's abilities and aptitudes, and supporting them to reach their maximum potential.
- To be effective leaders, centre leaders should support their self-care and their own professional growth, as well as their teachers' development.

Early Childhood Conference 2020 - ECC 2021

Collaborating with Diverse Families and Children

The ECDA Early Childhood Conference 2021 was held virtually on 14 to 16 October (Thursday to Saturday) and the virtual exhibition from 16 October to 16 November. This event welcomed local early childhood and early intervention professionals for three days of inspirations and insights, networking and professional development, with a shared vision of raising the capabilities of our early childhood and early intervention professionals. Through the conference theme, "Embracing Diversity: Nurturing Every Child, Growing Stronger Together", the conference aimed to raise awareness on the diverse needs of children and the importance of respecting every child's differences.

AECES took part in the virtual exhibition booth with the title: "Collaborating with Diverse Families and Children". The virtual booth involved highlighting the professional responsibilities and obligations to children, families and the community through the Code of Ethics. Educators were invited to take part in a quiz in which they will identify the responsibilities and obligations toward diversity. All correct answers will receive a one year complimentary AECES membership.

Focusing on the professional responsibilities and obligations to families and children, AECES introduced a new course – Engaging Families in Supporting Children (EFiSC). The course is designed for educators:

- to be aware of their current state of practice in working with families;
- to familiarize themselves with the "design thinking" approach and to apply it to family engagement and
- to put into practice the six family- school partnership standards.

AECES also introduced the Community of Practice (CoP) – inclusive practices where educators coming together to share their inclusive practices in their centres.



Bachelor of Education Professional Orientation Week

AECES was invited to share on the Association's profile and professional development opportunities with the university's 2021 final year Bachelor of Education (Early Childhood Education) students on 9 March 2021 during their professional orientation week.

Virtual Preschool Visit - Creative O Preschoolers' Bay

AECES conducted a virtual school visit to Creative O Preschooler's Bay on 24 July 2021. Ms Tan Beng Luan, the founder and principal of the preschool shared with our 24 attendees on the topic: "From Theory to Practice: The Journey of Creative O." The dialogue session included the sharing of Creative O focusing on the learning environment both indoor and outdoor as well as their Curriculum and Pedagogy, followed by a Q & A session.

Students' Overseas Learning

- AECES organized a virtual overseas virtual tour experience on 28 and 30 July 2021 for 50 students from the Singapore University of Social Sciences – SUSS.
- The two workshops and virtual tour encompassed small group discussions with facilitators and centre leaders.
- These two workshops 1) "Child rearing now and then: what still works versus what's trending?" and 2) "Bringing the World to the New Classroom" provided the students an opportunity to broadened their perspectives and expanded their cultural understanding of other countries.

Virtual 5th Leadership Forum 2021

AECES hosted the 5th Leadership Forum entitled '**Inclusion: Practices in Ireland and Singapore.**' virtually on 20 August 2021. We invited Professor Emer Ring, Dean of Education at Mary Immaculate College from Ireland as our keynote speaker to share with us "Leading INclusion in the Early Years: The Irish Experience".

AECES also invited the following panel presenters from Singapore to share inclusive practices in their preschools.

- Ms N Kanngiadevi, Assistant Director, Capability Support from Presbyterian Community Services;
- Ms Fiona McDonald, Head of Learning Support from Chiltern House Singapore and
- Ms Loy Wee Mee, Founder/Managing Director from Pre-school By-The-Park shared inclusive practices in their preschools.

The forum also included a virtual visit to Little Seeds Early Learning and Care, Limerick, Ireland on 27 August 2021.

Around 60 educators attended the Leadership Forum.

The Leadership Forum come with a complimentary 5-week course entitled "Leading the Way for Inclusive Education in Early Childhood Settings" by Childhood Educational International (CEI) and funded by the U.S Embassy Singapore.



VIRTUAL 5TH LEADERSHIP FORUM

Inclusion
Practices in Ireland and Singapore

Keynote Speaker	Panel Presenters	Moderator		
 Professor Emer Ring Dean of Education at Mary Immaculate College (MIC)	 N. Kanngiadevi Assistant Director, Capability Support Presbyterian Community Services	 Fiona McDonald Head of Learning Support Chiltern House Singapore	 Loy Wee Mee Founder/Managing Director Pre-school By-The-Park	 Christine Chen President AECES

AECES member: \$S74.90 (\$70 + 7% GST)
Non-member: \$S96.30 (\$90 + 7% GST)

Forum fee includes:

- Virtual visit to Little Seeds Early Learning and Care, Limerick, Ireland
- Access to Complimentary workshop by CEI for the first 50 Early Bird Registrations

Friday, 20 August 2021
3.30 to 6.00pm (Singapore Time)



Community of Practice (CoP)

AECES organised a series of Conversations entitled "Community of Practice" (CoP) virtually via Zoom platform. The COP started during the circuit breaker to provide support and sense fraternity among EC educators.

A Teacher's Journey to Mindfulness: Opportunities for Joy, Hope and Compassion

How Mindfulness is being integrated in the Curriculum

"Mindfulness" -Contribution from Our Learning Community

Embracing Ubuntu @ By-The-Park

Embracing Ubuntu Continues.....Come with your Stories!

"Embracing the WE Culture"

"Integrating a Diverse Workforce to Build the WE culture"

Childrens' Well-being - Part I

Childrens' Well-being - Part II

Well-being of EC Educators...Part 1

Well-being of EC Educators...Part 2



Community Conversations (in mandarin)

A series of conversations in Mandarin were organised for our mother tongue language teachers in the Early Childhood arena entitled: “2021 幼教资深教师线上分享与讨论会.”

自制教具促进教学效果

在故事活动中培养幼儿的思考能力

如何记录游戏，让幼儿的学习与发展看得见

幼儿绘本教学活动的组织策略

幼儿探索活动的引导策略

设计适合幼儿发展特点教育活动的要点

通过故事榜样培养幼儿的情绪调节能力

家园合作共育促进幼儿自信心建立的策略



Publications

Early Educators (Journal)

Two issues of Early Educators were published this year.

