

Guidebook for Employers

Working with Persons with Disabilities

Assistant Early Years Educator
in Early Childhood Centres



Co-Developed by:

PRESBYTERIAN
Community Services
Inspiring tomorrow's community today

SPARKLE
TOTS PRESCHOOL
BY RUP COMMUNITY FOUNDATION



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Preface

It is with great privilege that the Presbyterian Community Services (PCS) is able to share this guidebook with like-minded employers from the early childhood sector in Singapore. This employer's guidebook, jointly developed and published with PCF Sparkletots and Presbyterian Preschool Services and PCS marks another key milestone in our cause to train and chart a career pathway for young adults with special needs to work in a preschool setup.

The Educarer Aide Training (ECAT), was initially piloted for Grace Orchard School students at Grow & Glow @ Jurong West Childcare Centre. This project won the MOE-NCSS Innovation Award in 2018.

Then in 2019, PCS was recognised with the Enabling Employers Award (Innovation) at the 5th Enabling Employers Awards organised by SG Enable. Beyond this recognition, we are grateful to SG Enable for playing an active role in supporting PCS through the SG Enable Training Grant and the Attach-and-Train Initiative for Persons with Disabilities. These grants have been of paramount significance to enable the trainees to pursue a dream and stay committed to complete the training.

We want to specially acknowledge our sponsors - Octava Foundation and RHB Bank Berhad, Singapore. Worthy of mention is PCF Sparkletots, the largest preschool operator in Singapore that has been our First Partner, as well as TOUCH Child Care, Skool4Kids and Genesis School for employing our graduates. Our hearts are deeply warmed by some parents who donated to PCS because of their appreciation of this opportunity for their girls to be trained to work in the preschool sector.

We hope that this guidebook will be instrumental in encouraging more preschool operators to join the movement to be an inclusive employer, championing and providing opportunities for this group of young adults with mild special needs to work in the preschool sector.

We are thankful that the Early Childhood Development Agency has recognized this training and certified those who have completed all the required modules to be Assistant Early Years Educators. With this recognition, our training programme will be renamed as Educator Aide Training Programme.

All glory be to God,

David Lim C K
Executive Director, Presbyterian Community Services

Foreword

The launch of this guidebook by Presbyterian Community Services (PCS) is timely and very helpful for Early Childhood employers of the graduates from the Educarer Aid Training (ECAT) Programme.

As the largest preschool operator in Singapore, PAP Community Foundation is honoured to be invited to be the First Partner, working alongside PCS to onboard the ECAT graduates. There is deep meaning in this project, which enables persons with additional needs, to safely work in a preschool environment. Through this, we are able to collectively demonstrate that the building of an inclusive society goes beyond educating and developing children at various spectrum of abilities, to facilitating their acceptance in society as contributing adults and citizens.

I recall meeting some of the parents of the graduating cohort who expressed pride in their children who have dedicated more than 770 hours in training, to acquire skills that will improve their career path. The dedication of teachers in the ECAT programme, facilitators of the On-the-Job-Training (OJT) and employers in the Early Childhood (EC) sector gave parents immense assurance.

May the good work by all partners in this endeavour continue to thrive and support a truly inclusive society in the years ahead

Tan Lee Jee
Assistant Chief Executive Officer, PAP Community Foundation

Introduction

This guidebook provides useful information for early childhood operators to employ persons with disabilities as assistant early years educator and understand how to work with them.

What can you find in this guide?



Profile of
ECAT Graduates

» Page 7



How do I prepare
my staff to work
with them?

» Pages 30 to 33



What training did
they go through?

» Pages 8 to 11



What should I take
note of to help them
perform well at work?

» Pages 17 to 29



What roles can
they perform at
my centre?

» Pages 12 to 16



What continuous
support should I
provide them with?

» Pages 34 to 37

Profile of ECAT Graduates

- Above 19 years old
- Diagnosed with mild intellectual disabilities/mild autism
- Have attained at least Workplace Literacy Level 2
- Independent in commuting and using public transport
- Have completed 770 hours of Educator Aide Training
- Certified competent to work as Educator Aide/Assistant Teacher
- Singaporean/SPR
- Passionate about working with children



Educator Aide Training



Course Objectives

At the end of the course, trainees will:

1. Gain understanding and knowledge in how children learn and develop
2. Acquire skills in performing routine care and supervision of young children
3. Develop skills in assisting teachers to implement quality learning for young children
4. Understand and meet the basic safety, health, hygiene and nutritional needs of young children
5. Demonstrate awareness of their responsibilities and obligations in relating to children, families and colleagues (AECES Code of Ethics)
6. Gain awareness and understanding of own emotions and manage it to provide respectful and responsive caregiving

Programme 1:

Fundamentals in Educator Aide Training

Module 1: Becoming an Educator Aide

This module provides an introduction to working in the Early Childhood Setting. Topics include the roles and responsibilities of an Assistant Early Years Educator (AEYE), the roles of Early Childhood Professionals and Effective Communication & Interpersonal Skills with Adults and Children.

Module 2: Child Development

This module equips trainees with a basic understanding of children's developmental stages and how children learn. Trainees will learn about the different behaviours, learning needs and socio-cultural background of children, as well as the strategies in managing children's behaviour.

Module 3: Aesthetics & Creative Expression and Motor Skills Development

This module explores the Expression of Art, Music and Movement, and Motor Skills Development in the Early Years. It covers the elements and strategies of these learning areas.



Programme 2:

Specialist Training for Educator Aide

Module 1: Caregiving practices for Children 0-8 years

This module gives trainees exposure to the daily caregiving routines, schedules and transitions for children. It covers the different types of caregiving routines tasks, the steps involved, and the Dos & Don'ts related to implementing the daily routines and schedules.

Module 2: Apply Basic Health, Hygiene, Safety and Nutrition Practices for Children 0-8 years

This module identifies the health requirements, issues and concerns relevant to children 0-8 years. Trainees will learn how to provide support to the needs of children in these aspects following the centre's Standard Operating Procedures. Topics covered include the basic infection control guidelines for children, safe and hygienic food handling practices for children, and how to respond to signs and cues of children's illness, incidents and accidents.



Modular Training

- Classroom training for equipping of knowledge, skills and attitude
- 273 hours

Simulated Training

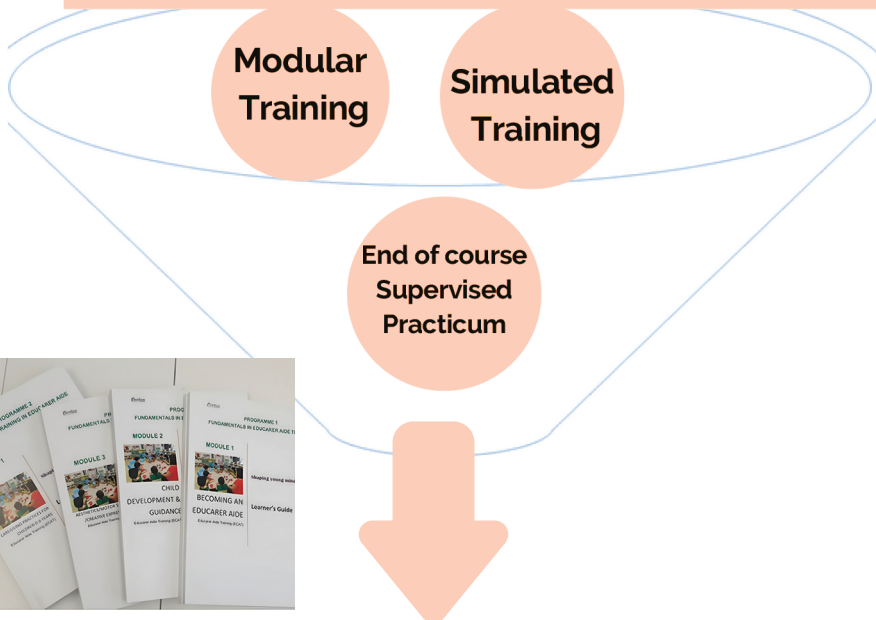
- OJT at our childcare centres
- 427 hours

End of course Supervised Practicum

- 70 hours

FULL TIME COURSE

Total duration over 6 months = 770 hours



**Educator Aide Training
(ECAT)**

Job Role of ECAT Graduates

Assist teacher with:

- Supervising children during indoor (learning corner) & outdoor activities
- Routine care (e.g. mealtime, showering, diapering, naptime)
- Conducting health check (e.g. taking temp)
- Ensuring toys and books are arranged in an orderly manner and classroom is clean
- Preparing teaching aids
- Conducting Creative/Aesthetic/Motor skills activities with small group under the supervision of teacher



Assisting teacher with supervision of children during indoor (learning corner) activities



Assisting teacher with supervision of children during outdoor activities



Sorting out children's diapers

Changing diaper for young children



Washing milk bottles



Helping the cook to serve and portion the food

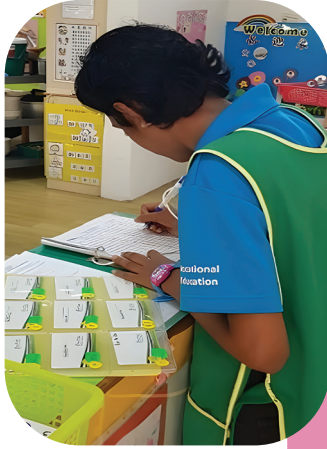
Preparing the mattress for naptime



Feeding children during meal time

Helping out at naptime





Assisting teacher
in conducting health
check e.g. help with
temperature recording

Assisting teacher
with preparation
of teaching aids



Assisting teacher
with storytelling

Working with a Colleague with Disability

Information in this Section is adapted from resources offered by the Enabling Academy, a disability learning hub managed by SG Enable



What is Intellectual Disability?

The average population has an IQ of 100 while people with intellectual disability has IQ ranging from 50 to 70.

They face limitations in two areas

**Intellectual
functioning
(IQ)**



A person's ability to learn, make decisions and solve problems

**Adaptive
behaviours**



Skills required for daily activities e.g. communication skills, social judgement and money matters

Communication

Understanding the individual's unique communication style comes through interaction with them as well as with their caregivers or job coaches (if any).

General Tips

- Treat them as adults
- Be sensitive to your tone of voice and nonverbal cues
- Be sensitive to their feelings, using encouraging rather than correcting tones
- Avoid using abstract language
e.g. it's raining cats and dogs
- Use short and simple sentences
- Pause frequently, so as to not overwhelm them with words
- Give them enough time to understand what you have said and to respond
- Prompt when necessary
- Check for understanding by asking questions such as: "Can you tell me what I have just said?"
- Repeat/rephrase orally or in writing (if required)
- Demonstrate rather than providing verbal instructions if they do not comprehend

Words

To Avoid



Normal People

People suffering from..., victim of...

Stupid, dumb, retarded

Words

To Use



Persons without disabilities

Person who has...

Person with intellectual disability

Some quick tips on how we can better interact with persons with mild ID and their common strengths in the workplace

- Keep the work task structured and not introduce too many changes at the same time.
- Good with repetitive work.
- Pays good attention to details.
- Leave the liaison nature of work to a mentor teacher.
- Provide guidance if she is required to interact with colleagues or parents.

Disability Etiquette for persons with Intellectual Disabilities



- Set out rules and expectations right from the beginning, including the consequences if they break the rules; refer back to it regularly for reinforcement
- Be consistent - do not say one thing and do another thing; they need a role model
- Stay calm... at all times... voice, facial expression, body language... Walk away to calm down if necessary
- When they make a mistake, let them know immediately and give them a chance to self-correct: intervene (not scold) if they are not able to do so

- Prompt them verbally first, when they are not able to do something, do not immediately jump in and do it for them
- Do not assume they know (“common sense”)... teach them explicitly
- Check for understanding:



One-step instruction:

Verbally repeat instruction.



Multi-step instruction:

Make them perform task in front of you, they usually won't be able to repeat verbally even if they have understood.



Do not just rely on them responding “Yes” to your “Do you understand”... “Yes” is their usual standard answer even if they do not understand. Give them time to respond.

Disability Etiquette



- Consult the person instead of making decision on her behalf
- Do not be offended by a lack of response or unconventional behaviour
- Avoid exaggeration, ambiguous and abstract statements
- Break big tasks into smaller tasks. Show them instead of telling them
- Repeat request clearly and in writing if necessary

Terminology Tips–Person First!

Avoid Using ✗

Instead Use ✓

Person suffering from

Person who has

Disabled person

Persons with disabilities

Disabled children

Children with special
needs

Autistic person

Persons with autism

Physically disabled,
crippled, invalid, lame

Persons with physical
disabilities

Wheelchair bound

Wheelchair user

Mentally retarded,
intellectually disabled

Persons with
intellectual disabilities

Spastic

Persons with Cerebral
Palsy

Deaf and dumb, deaf
and mute

Deaf, hard of hearing,
non-verbal

Normal

Persons without
disabilities
Hearing/Seeing person

Job Specific Accommodations

Persons with intellectual disability generally learn/work better when there are

- 1. Hands on approach**
- 2. Step by step visual aid guide**
- 3. Immediate feedback given by buddies/supervisors as a delay makes it difficult for them to form the connection between cause and effect**

General Tips Performing Task

- Break down a skill into smaller and more manageable steps
- Be consistent with work routines
- Provide checklists/detailed written schedule
- Highlight important words
- Arrange materials in order of use
- Paste simple instructions on frequently used machines
- Use an alarm or written reminders to do a task/take a break
- Allow the use of calculators even for simple calculation

Start with a Work Trial

Items	For Consideration
Proposed duration	2 weeks to 1 month
Proposed working hours	<ul style="list-style-type: none">• 8 hours including 1 hour lunch break• 9am to 5pm• Mondays to Fridays
Proposed allowance during work trial	\$7 per hour
Job Offer	<ul style="list-style-type: none">• Job offer after work trial for suitable candidates• Either 6 months or 1 year contract• Candidates are independent travelers, however, good if workplace is near home

Important Elements of a Work Trial

Factors	Description
Characteristics of Preschool Mentors	<ul style="list-style-type: none">• Have a lot of patience and passionate to help the AEYEs.• Be able to adapt quickly when faced with a challenge.• Be accepting of the AEYEs and cater to their unique needs.
Preschool Environment	<ul style="list-style-type: none">• The entire preschool team needs to be involved.• It's important that AEYEs are comfortable.• Important to pair up AEYEs with the right teachers. This helps to make sure that they are well supported and they feel welcome.
Modeling	<ul style="list-style-type: none">• Modeling by teachers is very important to help AEYEs learn and understand their routines and responsibilities.• AEYEs notice and model behaviour set out by teachers.• Recalling and repeating what was taught is an important step when AEYEs are coached.

Job Offer



- Offer same remuneration package if all critical job functions can be fulfilled
- Consider progressive wage if job functions can be learned/accomplished in stages
- Send an e-copy of the contract to successful candidates/caregiver prior to starting work (if it is to be signed upon reporting for first day at work)

For more information, please refer
to the Ministry of Manpower
<http://www.mom.gov.sg/employment-practices>

Pre-employment Preparation

Staff Preparation

Prepare co-workers for working with new employees with disability by addressing the following:



- **Condition**
Briefly share new employees' conditions and their work abilities/experiences
- **Communication**
Provide tips as suggested by the new employees, caregivers or job coaches (if any) on how best to communicate with them
- **Role of the buddy**
Provide buddies with defined scope of their mentoring duties
- **Workplace Integration**
Encourage co-workers to actively involve new employees in their activities e.g lunch

Staff can also attend Enabling Academy© Disability Awareness Talk and High Impact Retention and Employment Workshops

For more information, please visit
<http://www.enablingacademy.sg>

Starting Work

Induction

Like every employee, work induction effort will ensure that the new employees with disability integrate into the work culture and understand expectations quickly.



Tour of Premises	Familiarise with amenities
Welcome Introduction	<ul style="list-style-type: none">• Introduction to all co-workers• Welcome breakfast/lunch• Exchange contact information with immediate supervisors/co-workers

Emergency Procedures (FIRE)

Include the employees with disability and caregivers (or job coaches, if any) in planning emergency evacuation procedures, assigning a small response team to assist during evacuations.



Some Tips

- Provide a written or pictorial instruction on evacuation procedures
- Response team to contact the employees as quickly as possible
- Keep the employees calm by engaging them
- Use ear plugs/noise-cancelling headphones if they are afraid of the alarm
- Inform caregivers or job coaches about the happenings

On-The-Job-Support

Also known as natural support, these are people (supervisors and co-workers) who provide assistance, feedback or companionship to employees with disabilities at the workplace.

Support Tips

Familiarise the job task

- Supervisor to assign a buddy (or buddies on a rotation basis) for the first few weeks in which new employee does job shadowing
- Buddy can fade out when employee has achieved adequate level of independence
- Demonstrate steps one at a time and have the employee repeat the steps

Job Expectation

- Be specific when giving praise or feedback frequently
- Use visual charts to track performance
- Conduct a periodic two-way feedback with new employees and review job scope, if necessary

Workplace Integration

- Hold special recognition events for buddies involved in mentoring
- Plan company events to include activities for employees with intellectual disabilities
- Include employees with intellectual disabilities in all meetings. Thereafter, repeat important information to their level of understanding

Training

- Provide equal opportunities for employees with intellectual disabilities to undergo training relevant to their job scope.
- Consider conducting training at a slower pace.
- Provide handouts with more visuals and pictures.
- Currently, the minimum entry level into EC sector is Higher NITEC or ACECCE or ACEY which requires candidates to have completed some years of formal secondary education or achieved a higher level of WPL.
- Many of the girls who complete the ECAT programme have potential for such further continuous training. We are hoping to provide a pathway for girls with mild ID to access these continuous training programmes despite their lack of formal education in mainstream schools.



Employers may recommend or support the girls' continuous learning with reference to this link:

[https://www.ecda.gov.sg/early-childhood-educators-\(ece\)/becoming-a-certified-educator/Early-Childhood-Educator-Training-Courses](https://www.ecda.gov.sg/early-childhood-educators-(ece)/becoming-a-certified-educator/Early-Childhood-Educator-Training-Courses)

Mentoring Checklist

New Staff Induction and Mentoring Checklist at Centre Level (Sample)



NEW STAFF INDUCTION AND MENTORING CHECKLIST AT CENTRE LEVEL

Staff's Name:			
Date of Commencement:			
Centre/Department :		Position:	
Task	Person Responsible	Initials & Date of Completion	Resources
1. INTRODUCTION			
a. Welcome Staff			<ul style="list-style-type: none"> • <i>The Organisation Handbook</i> • <i>Staff Handbook</i> • <i>Centre Layout</i>
b. Exchange background information and interests			
c. Reinforce: * PCS Vision, Mission & Values * Children Services Purpose Statement			
d. Explain the business function of the centre (infant/childcare/student care etc)			
e. Tour of Centre - location of washroom /toilet facilities/kitchen - location of classrooms - location of teaching resources - location of kitchen - location of first-aid facilities such as first-aid box, sick bay - location of personal locker, if provided - location of resting area			
f. Centre policies and expectations			

Mentoring Checklist



<p><u>EMPLOYMENT CONDITIONS</u></p> <ul style="list-style-type: none"> • Dress code • Time card • Medical Clearance • Work times and meal breaks • Leave entitlements • Notification of sick leave or absences • Overtime and Time Off • Staff Training 			
<p><u>WORK ENVIRONMENT</u></p> <ul style="list-style-type: none"> • Centre opening and closing procedures • Personal locker, wash and toilet facilities, kitchen • Personal work area • Personal and security personal belongings • Appropriate use of Hand phone • Lunch break (rest at designated area) • Location of teaching resources • Location of first aid facilities such as the first-aid box • Issue door keys/ access card 			
2. FOUNDATION			
Task	Person Responsible	Initials & Date of Completion	Resources
g) Explain mentor mentee relationship/expectations			<i>Annex 1</i>
2. <u>ORIENTATION</u>			
h) Explain detailed roles and responsibilities of teacher -job descriptions -SOPS ✓ Fire Evacuation ✓ Parent's Feedback ✓ Child Management ✓ Child Protection ACT ✓ Incident reporting ✓ Health and safety			<i>SOP File</i>

Mentoring Checklist



<ul style="list-style-type: none"> ✓ Crisis Management ✓ Calendar of events ✓ Code of ethics 			
<p>i) Observation of centre activities</p> <ul style="list-style-type: none"> -Routine care -Arrival/Departure procedures -Assembly 			<p>Form A (Mentee Journal Reflection)</p> <p>Form B (Remarks by Mentor)</p> <p>Annex A- Routine Observation Checklists</p>
<p>j) Meeting with mentor</p> <ul style="list-style-type: none"> - mentee's journal reflection discussion (Form A, Form B) - develop practice action plan (Form C) 			<p>Form A (Mentee Journal Reflection)</p> <p>Form B (Remarks by Mentor)</p> <p>Form C (Practice Action Plan)</p>

- Action plan to be done fortnightly for the first 3 months
- Mentee's journal reflection to be done fortnightly for the first 3 months
- Continue with the mentoring process monthly after 3 months

Mentor-Mentee Relationship/ Expectations - Annex 1

Roles and Responsibilities of Mentor

- Develop a supportive relationship of trust e.g. create a welcoming atmosphere when the mentee reports to you
- Create a positive counselling climate for open communication by sharing information and teaching strategies
- Play a supportive role e.g. help mentee to identify problems and guide them towards problem solving
- Listen actively, reflectively and empathetically
- Maintain confidentiality
- Encourage personal and professional growth e.g. model the way you speak, the way you conduct yourself, continuing professional development
- Facilitate learning
- Provide counselling when mentee has difficulties, link mentee to appropriate resources

- Help mentees develop autonomy
e.g. help mentee to identify problems
and guide them towards solutions
- Ask questions that encourage mentees
to reflect, analyse and plan e.g. evaluate
mentee's plans and decisions
- Give guidance and constructive feedback
for further improvement
- Lead mentees to critically assess their
methods and procedures e.g. allow mentee
to observe mentor or other experienced
colleagues to work, encourage critical
self-assessment of performance and
provide support to fill the gap

Mentor-Mentee Relationship / Expectations - Annex 1

Roles and Responsibilities of Mentor

- Have a desire to learn and grow (professional and personal development)
- Be open to feedback given to her and be honest with herself in setting goals
- Be willing to move out of her comfort zone
- Set clear and achievable goals together with mentor
- Understand that your mentor may not be perfect and she has other jobs to do too
- Keep in constant communication to ensure the partnership stays long, for example mentees need to get all the materials ready for discussion during meeting
- Agree on what is the best way to communicate with your mentor - SMS, Whatsapp, Phone Call, Email, or face to face communication

Form A - Mentee Journal Reflection

My reflections:

Name 3 things that went well:

- 1.
- 2.
- 3.

Name 2 things that did not go well:

- 1.
- 2.

Name 1 thing that I learn / want to learn:

- 1.

I think I did my work today (Circle the number)

Not good at all	Sometimes not good	I can be better	Most of the time good	All the time very good
1	2	3	4	5

Form B - Remarks By Mentor

Areas trainee did well:

Areas for improvement:

**Rate trainee's work performance
(Circle the number)**

Not good at all	Sometimes not good	It can be better	Most of the time good	All the time very good
1	2	3	4	5

Form C - Practice Action Plan

Goals	Actions to be taken By: (Mentee/Mentor)	Timeline	Achieved (Yes/No/ In progress)
1			
2			

Next Review Date: _____

Jointly signed by:

(mentor/date) _____

(mentee/date) _____

Taken from WSQ Continuing
Professional Development Plan Activities with
student teacher pg 105, SEED Institute

Annex A - Routine Observation Checklists

S/N	Observable Behaviour	Demonstrated (Y/N)	Remarks (To support Observation)
1	Encourage children to wash and dry their hands for meals and toileting		
2	Encourages healthy eating habits in children		
3	Encourages children to feed themselves during meal times		
4	Changes or disposes soiled diapers appropriately		
5	Encourage children to dress and undress during bath time		
6	Observes safety during transitions and routines		
7	Models good safety, hygiene practices and healthy eating habits		
8	Washes toys and puts away toys neatly		
9	Cleans mattress and puts on mattress covers		

S/N	Observable Behaviour	Demonstrated (Y/N)	Remarks (To support Observation)
10	Carries out routine care (e.g. feeding, bathing, napping, toileting, etc) in a pleasant and unhurried manner		
11	Describes and explain their actions during care-giving routines so that the children know what to expect		
12	Maintains eye contact, nod or smile encouragingly when interacting with children		
13	Creates opportunities for one to one interaction during personal routine time		
14	Responds and reciprocates to children's cues and questions during routine time		
15	Patient, friendly and warm in their tone and language		
16	Sensitive to children's needs, responses and cues		
17	Always supervises children and keeps them within view and access of adults		

Role of Childcare Centre Staff - Principal



- Communicate a vision of inclusive culture to ALL centre staff.
- Devise strategies to help the AEYEs cope with the tasks & expectations.
- Assign mentor teachers to AEYEs at the centre, based on their strengths.
- Facilitate regular collaborative meeting with teachers to reflect and work out ways to overcome any challenges in guiding the AEYEs.
- Develop the teachers' skills and confidence to embrace inclusive ethos.
- Establish systems of support for teachers (within the centre) to guide the AEYEs.
- Show support and provide help to the AEYEs so that they feel motivated and engaged at work (be their advocate).
- Monitor progress of AEYEs and plan for their professional development in the organization.

Role of Childcare Centre Staff - Teacher



- Involve AEYEs frequently and intentionally in their class, showing respect.
- Provides opportunities for AEYEs to interact with children in the classroom.
- Use positive approaches to encourage the AEYEs to participate in their activities and help them to behave constructively.
- Guide and supervise AEYEs in carrying out routines and activities/outdoor and indoor.
- Set realistic expectations with AEYEs.
- Sensitive to the AEYEs' needs and problems.
- Together with the centre principal, do weekly reflections with AEYEs on what went well, what did not go well and what can be improved.
- Provide regular constructive feedback to the AEYE.

Case Studies

Scenario 1: Carrying out Tasks - Part I

It was lunchtime, Assistant Early Years Educator (AEYE) Joan brought the children to the toilet to wash their hands. She was standing outside the toilet while the children wash their hands. Teacher Jessica noticed it and went over to remind her that she needs to go into the toilet to assist the children while they wash their hands. AEYE Joan then went into the toilet to assist the children with handwashing but with an unhappy look on her face.

During mealtime, AEYE Joan need to be reminded to wear gloves before serving the food to children. Teacher Jessica started to clean and sanitize the tables after the children finished the meal. When AEYE Joan saw teacher Jessica cleaning the tables, she followed her and started to clean the tables also.

Teacher Jessica realized that the more effective way of guiding AEYE Joan in performing tasks was by modelling and demonstrating to her the steps to accomplish tasks, like cleaning mattresses, cleaning tables, etc. instead of just using verbal reminders.

Now there are lesser reminders to be given to AEYE Joan in performing tasks as she is able to take initiative to do the tasks required.

» Refer to Page 50 for Key Learning Points

Case Studies

Scenario 2: Carrying out Tasks - Part II

Teacher Jessica told Assistant Early Years Educator (AEYE) Joan that the cleaner was absent today so she would need to help to sweep and mop the floor after lunch today. AEYE Joan then said: "Ok!"

During lunch time, AEYE Joan cleaned and wiped the table after the children finished their food. The floor was in a mess. Teacher Jessica then reminded AEYE Joan to sweep the floor first then mop. AEYE Joan then went to the kitchen to find the broom and dustpan. After sweeping, AEYE Joan just left the broom and dustpan in the classroom. Teacher Jessica came and saw it. She then asked AEYE Joan: "What should you do after you finished sweeping the floor? What should you do with the broom and dustpan?" AEYE Joan thought and replied: "I need to keep it back and also to mop the floor." Teacher Jessica nodded and said: "Good."

Teacher Jessica prompted her: "How about the food in the dustpan?" AEYE Joan then threw the food into the dustbin and kept the broom and dustpan in the kitchen. AEYE Joan then went to take the mop and pail to mop the floor.

» Refer to Page 50 for Key Learning Points

Key Learning Points

Scenario 1

It is important to:

- Demonstrate to Assistant Early Years Educator (AEYE) how to perform the tasks given first
- Model the appropriate steps to perform the tasks to the AEYE
- Do not assume the AEYE knows how to perform the given task
- Use verbal reminders
- Repeat instructions given when necessary



Scenario 2

It is important to:

- Have patience and an open-mind when working with the AEYE
- Inform the AEYE of the changes in routine ahead of time first before start of day
- Remind AEYE what are the expectations for the day
- Ask AEYE to repeat instructions given one at a time to check for understanding

Case Studies

Scenario 3: Miscommunication - Part I

One evening, the Centre Principal, Ms Jane received a text message from the Assistant Early Years Educator (AEYE) Joy to inform her father had contracted Covid-19. In the text message, AEYE Joy also indicated she will be monitoring her health closely as she had close contact with her father. Ms Jane replied: "Take care".

The next morning, AEYE Joy didn't turn up for work. Ms Jane called AEYE Joy to find out what happened. AEYE Joy told Ms Jane she would like to take a day off from work for the interest of the toddlers she was working with as she had close contact with her father who had contracted Covid-19 the day before. Ms Jane then understood AEYE Joy's intention.

Ms Jane told AEYE Joy she should have indicated she would like to take a day off from work as monitoring her health closely doesn't mean taking a day off from work. Ms Jane advised AEYE Joy to specifically indicate what she wanted. It was a good learning experience for AEYE Joy. She learned to express her thoughts clearly to others in future.

» Refer to Page 53 for Key Learning Points

Case Studies

Scenario 4: Miscommunication - Part II

One evening, the Centre Principal, Ms Jane received a text message from Assistant Early Years Educator (AEYE), Joy. In the text message, AEYE Joy addressed her Centre Principal as “Jane”.

So Ms Jane corrected AEYE Joy. She wrote “Please call me Ms Jane”. The next moment, Ms Jane received a phone call from AEYE Joy. Instantly, she realized that AEYE Joy must have misinterpreted her message “call me”.

AEYE Joy interpreted “call me” as giving a call to Ms Jane. She quickly sent a text message to AEYE Joy. This time, she wrote “Please address me as Ms Jane”. Now AEYE Joy understood. From then onwards, AEYE Joy addresses her Centre Principal as “Ms Jane” in her text messages.

» Refer to Page 53 for Key Learning Points

Key Learning Points

Scenario 3

It is important to:

- Be clear and explicit in your communication with Assistant Early Years Educator (AEYE) and state your expectations
- Remind AEYE to express their thoughts clearly to others
- Avoid assuming that AEYE understood what is expected of her but to clarify and check with the AEYE when communicating with her



Scenario 4

It is important to:

- Ask AEYE to repeat your instructions given to avoid misunderstanding
- Be clear and specific in your communication with AEYE

How SG Enable Can Support

Training For Disability - Inclusive Employers

Disability Awareness Talks & High Impact Retention and Employment (HIRE) Workshops

Acquire the essential knowledge and skills to interact with, integrate and include persons with disabilities in your workplace with Enabling Academy© Disability Awareness and High Impact Retention and Employment (HIRE) workshops.

Disability Awareness Talk

Enabling Academy© conducts the Disability Awareness talk to help organisations understand different disability types and be equipped with disability etiquette. The talk also shares more information on resources available to organisations.

HIRE Workshop Series

Employers who are keen to prepare themselves as Ready Employers for hiring persons with disabilities can sign up for our “High Impact Retention & Employment (HIRE) Workshop Series”. These workshops provide a comprehensive and structured training framework for employers. Singaporeans and Permanent Residents are eligible funding from WSG for these courses.

For more information, please visit
<https://www.sgenable.sg/your-first-stop/training-consultancy/enabling-academy/training/employers>

Additional Resources

Starter Kit for Disability Employment

- To better equip employers with the relevant knowledge and information, as well as to highlight some of the key considerations in hiring and sustaining persons with disabilities at the workplace. SG Enable has developed a starter guide for disability employment.

Disability Etiquette Guides

- Most of the time, it is our inability to approach persons with disabilities in an appropriate way that makes us incapable of integrating them into our work lives. This lack of understanding of persons with disabilities stems from the lack of exposure, interaction and prior knowledge. SG Enable has developed a series of work etiquette guides for various disability types.

SG Enable Online HRM Series for Employers

- One of the key considerations employers have towards hiring and managing persons with disabilities is the Human Resource Management (HRM) aspect, ranging from crucial topics such as Recruitment and Hiring of Persons with Disabilities to Career Advancement and Retention of Employees with Disabilities.

For more information, please visit
[https://www.sgenable.sg/your-first-stop/
training-consultancy/enabling-academy/
training/employers](https://www.sgenable.sg/your-first-stop/training-consultancy/enabling-academy/training/employers)

Grants & Support For Employers

Employers can also benefit from advisory and grants to hire and support persons with disabilities.

Advisory and Consultancy

Enhance your readiness for hiring

- Disability awareness training
- Workplace accessibility assessments

Job Placement and Job Support Services

Up to 1 year of job support will be provided

Enabling Employment Credit (EEC)

Wage offset of up to 20% of employees' monthly income, capped at a maximum of \$400 per month for each employee.

Job Redesign

Defray costs for

- Purchase of equipment
- Workplace modification
- Support at workplace

Up to 90% funding capped at \$20,000

Training-related Subsidy/Award for Employees and Employers

- Up to 95% funding for training course fee for employees with disabilities
- Training Commitment Award for employees
- Absentee payroll for employers

To find out more, contact
opendoor@sgenable.sg

Our Assistant Early Years Educators' Stories

Ms Ayuni - A special kind of teacher

<https://www.channelnewsasia.com/watch/special-kind-teacher-1497351>



Scan the QR Code above to watch the video

Ms Ong Ping Ching - We are no different

<https://www.8world.com/singapore/we-are-no-different>



Scan the QR Code above to watch the video

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