



Organisation for Economic Co-operation & Development (OECD)

- quality of early childhood programs are dependent on the quality of its workforce that is assessed in terms of staff' qualifications and participation in ongoing professional learning

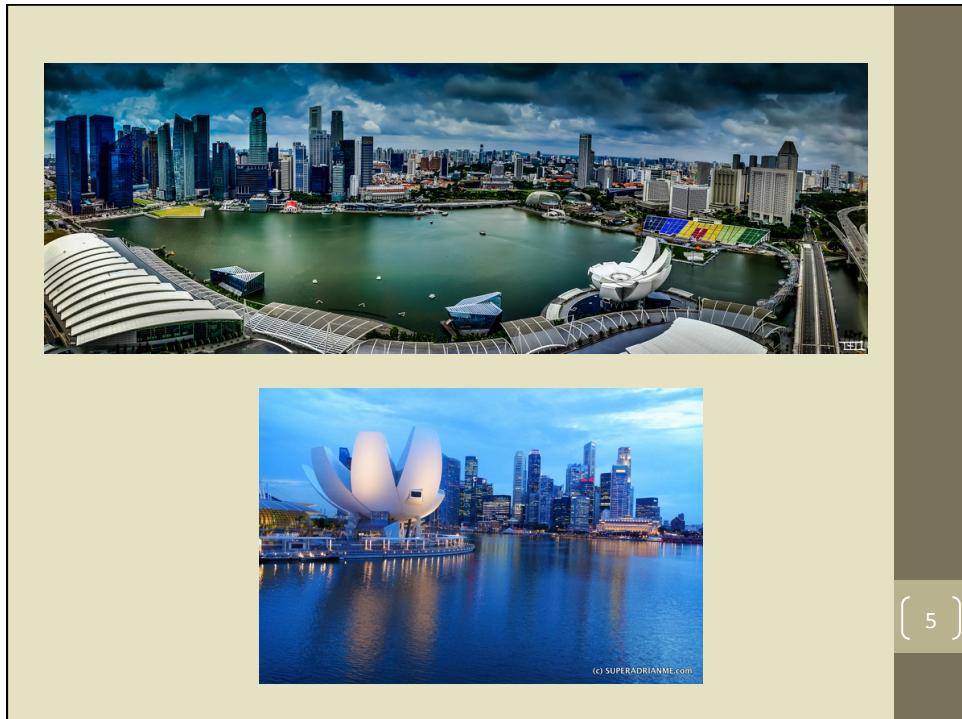
Australia's National Quality Framework & Standard

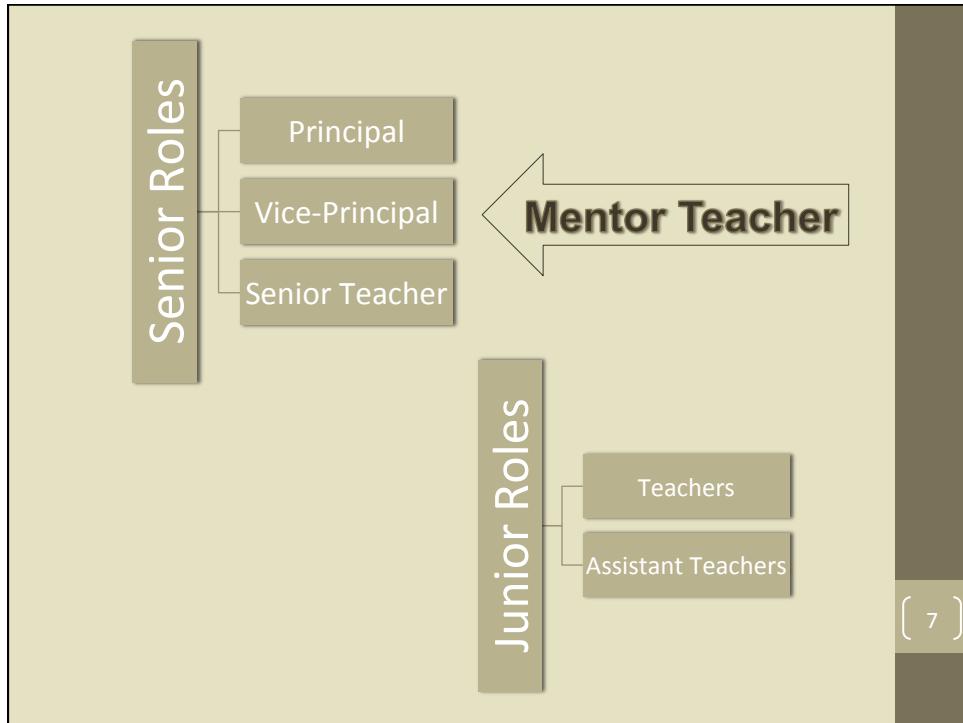
- "...staff support and mentoring..."
- "aspects of building a capable early childhood workforce"
- "how staff in the team support and mentor each other"
- "guide other educators in their planning and reflection, and mentor colleagues in their implementation practices"

[3]



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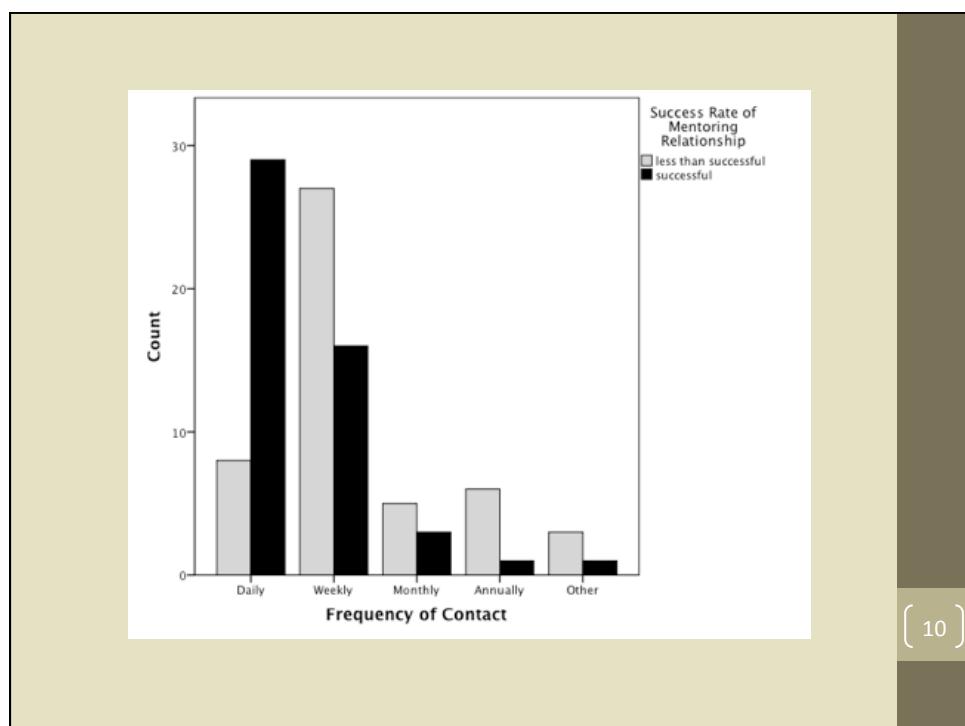
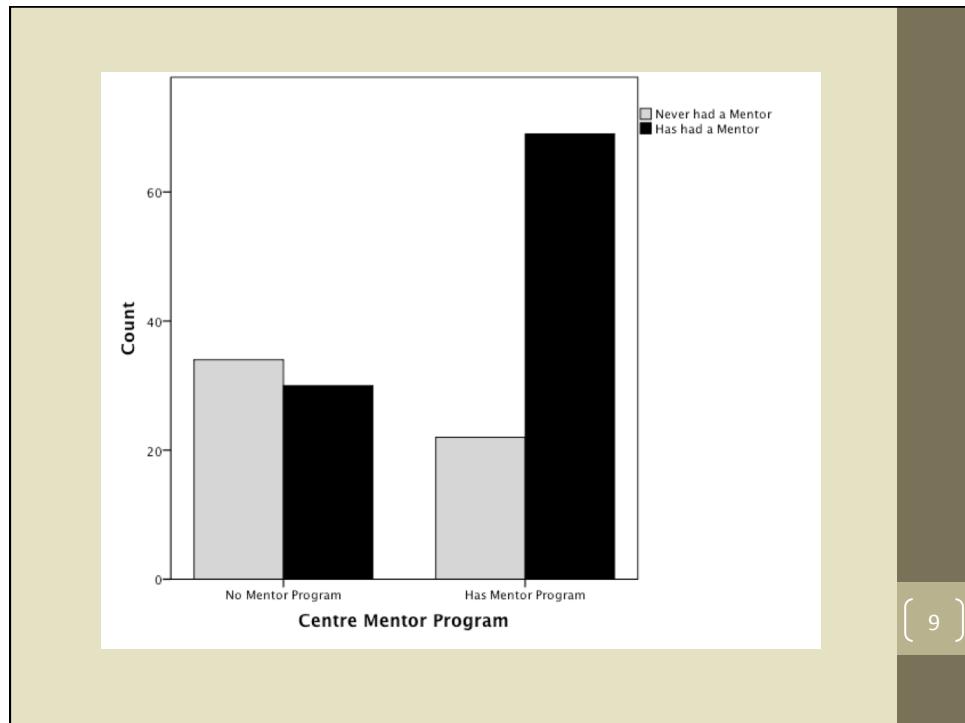


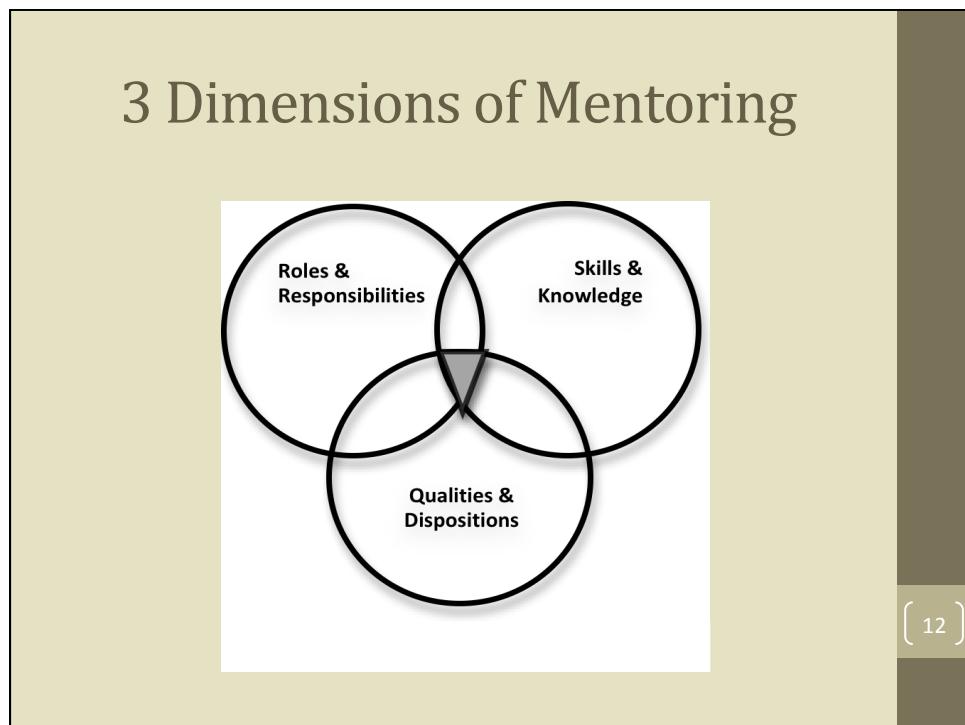
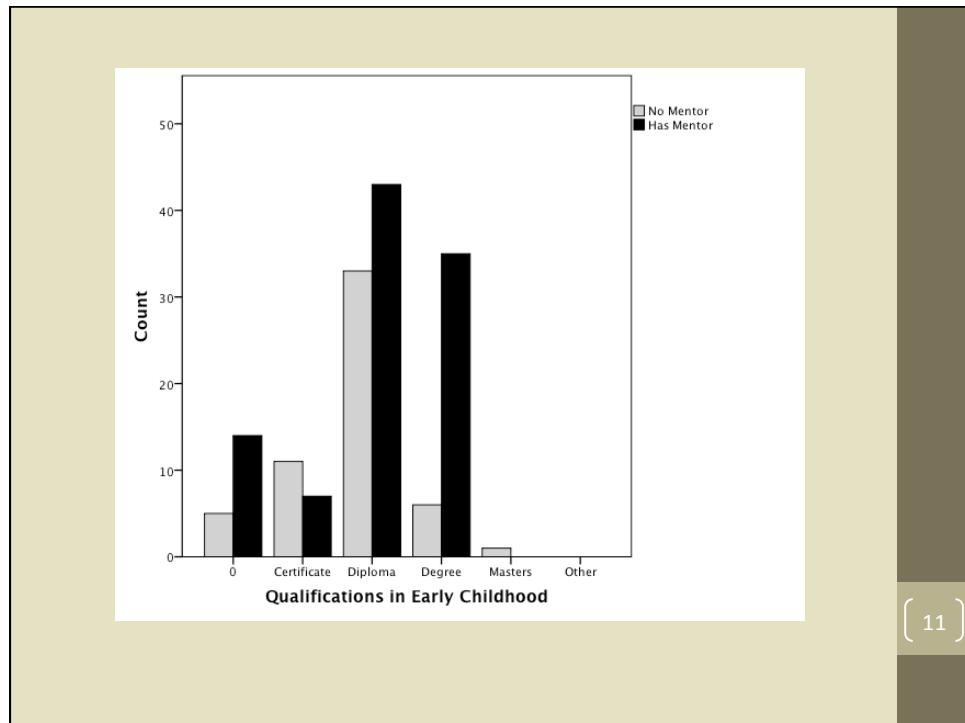
Small Exploratory Study...

Research Questions:

1. What are the perceptions about mentoring held by early childhood practitioners in Singapore?
 2. What are the current practices of mentoring in early childhood settings in Singapore?

	n	%
Participants		
Principals, Acting/Vice Principals	25	16
Senior Teachers, English Teachers	96	62
Others (mainly assistants)	34	22
Qualifications		
Certificate	18	12
Diploma	76	49
Degree	41	26
Masters	1	1
No qualifications	19	12
Years of Experience		
Less than 4 years	84	54
5-10 years	40	26
11-15 years	18	12
16-20 years	11	7
21-25 years	2	1
Ethnicity		
Chinese	65	42
Malay	55	35
Indian	19	12
Eurasian	3	2
Others	13	8
Age Range		
Below 30 years	93	60
31-40 years	30	19
41-50 years	23	15
51-60 years	9	6





Interviews

“...when you are new in the field you need some handholding, in the sense that you need someone as a buddy for you to actually progress in your career...”

“...I had to mentor new staff at the centre so I had to teach them how the curriculum work; some of the things they can do with the children like give them ideas.”

[13]

“...the whole idea of like clear expectations needs to be there... there is a lot of conversations... (as a mentor) there is a lot more discussion, and is not just giving the space in the classroom or to just conduct lesson.”

“Looking at clear goals to work together and having clear understanding of work... For example, when I first started, I worked with somebody and then we worked out some goals and then I really didn't meet up to those goals and then we had a discussion - she asked why I couldn't do it and I felt that there are certain things that I need to work on and these are not the goals that I want to do - that I was not interested in it so - let's work on something else.”

[14]

"I think **fairness** - being fair and justifying things and making it very clear to your teachers what are your objectives and where are you coming from is very very important from the very beginning... trust is very very important... So whatever you say has to be something that you can do"

“... approachable... the teachers actually had a lot of respect to principals or to mentors who really sit down and listen to them... Building relationship is more of a soft approach... someone who is very **supportive** of them”

"...not being judgemental... takes time for different perspectives... I am the kind who needs space and do it by myself kind... so she gives me that space... she is there as in spiritually, because we don't see her physically right... spiritually she is there for you, you know that she is there for you. (as a mentor)"

(15)



[16]

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[17]