



FY25

Inquiry-Based Action Plan (IBAP) Projects

Project Overview & FAQs

For EC Leaders, By ECDA Fellows

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Overview of Inquiry-Based Action Plan (IBAP) Projects

The Inquiry-Based Action Plan (IBAP) Projects are evidence-based projects initiated, designed and led by the ECDA Fellows¹ to guide and equip EC leaders with knowledge and skills in specific EC areas.

With the Fellows' coaching, EC leaders are given opportunities to implement what they have learnt and improve practices in their centres.

To learn more about the IBAP projects, read the [Keep Calm and Lead On – IBAP Series](#) on case studies shared by past IBAP participants here or scan the QR code below.



To find out more about the ECDA Fellows, click [here](#) or scan the QR code below.



¹ The ECDA Fellows are a select group of exemplary early childhood professionals with high levels of leadership and professional expertise. They work closely with ECDA to drive quality improvements of the sector, develop sector-wide resources, inspire and contribute to the professional growth of the current and next generation of early childhood leaders.

IBAP Project Details

IBAP Project Title:

[ECDA Fellows IBAP] A Strength-Based Approach Toward Quality Relationships with Staff (2024)

by Ms Zaiton Mohd Ali (Lead Specialist and Head of Iyad, Iyad Perdaus Ltd)
& Ms Ong Siew Teng (Executive Principal, PCF Sparkletots)



Learning Objectives:

1. Identify and assess self and team strengths and capabilities through reflective approach (SFw Critical Core Skills – Developing People).
2. Explore and design personalized coaching interventions based on the assessed strengths, capabilities, and learning styles of individuals for sector retention (SFw Critical Core Skills – Developing People).

Topics Covered:

1. Strength-based versus deficit-based approach
2. Stages of strengths – Infancy to maturity
3. Strength-based column approach
4. Applying the concept of Emotional Bank Account to enhance interpersonal relationships
5. Growth Mindset and Adult Learning Styles
6. Myths of strengths
7. Using strength-based strategies to improve quality of relationships
8. Applying the strength-based approach to challenging situations

Project Deliverables:

- All participants are required to:
 - Complete an assignment in applying the strength-based approach to a challenging situation at work, document the process and share their experience during the last session of training.
 - Contribute to shared-learning on online platform
 - Complete an online quiz
 - Minimum attendance of 75% is required to complete the course

No. of CPD Hours: 18 hours (includes 2-hr asynchronous learning and 1-hr individual coaching)

Class Size: Max. 18 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator
- Cluster Manager, Senior Lead Learning Support Educator, Lead Learning Support Educator
- Director, Centre Manager, Senior Lead Early Intervention Educator, Lead Early Intervention Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
LMASBAQ24E-2502	13 May 2025 (Tue)	9am – 5pm	Face-to-Face	Registration Closed
	14 May 2025 (Wed)	9am – 1pm	Online	
	18 Jul 2025 (Fri)	2pm – 6pm	Face-to-Face	
LMASBAQ24E-2503	14 Aug 2025 (Thu)	9am – 5pm	Face-to-Face	Fully Registered!
	15 Aug 2025 (Fri)	9am – 1pm	Online	
	30 Oct 2025 (Thu)	9am – 1pm	Face-to-Face	

IBAP Project Title:
[ECDA Fellows IBAP] Appreciative Inquiry: Leading Positive Change (2024)

*by Mrs Dianne Swee-Seet (Senior Director, Early Childhood Development Centres, Little Seeds Preschool),
Dr Jacqueline Chung (Senior Director, Leadership Development, Anglican Preschool Services) & Dr Geraldine Teo-Zuzarte (Head of School, St Joseph's Institution International Preschool)*



Learning Objectives:

Participants will be able to:

1. Develop self-awareness to unlock own strengths
2. Discover what the team's strengths are
3. Leverage on the team's strengths to put a collective aspiration forward by articulating the dream
4. Design clear plans for this 'dream'
5. Put the plans into action and include accountability markers

Topics Covered:

1. Education for Sustainability
2. Growth Mindset
3. Conversations Worth Having: Using Appreciative Inquiry to Fuel Productive and Meaningful Engagement
4. The Appreciative Inquiry 4-D model – Discover, Dream, Design and Destiny

Project Deliverables:

- All participants are required to complete and submit the following:
 - Documentation of interviews with team and post-interview reflections
 - Post-meeting reflections
 - Summary report of implementation to be presented at the last session
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 24 hours (includes 3 x 1-hour individual mentoring sessions)

Class Size: Max. 9 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader - with at least 5 years of experience as a Centre Leader as indicated in ONE@ECDA
- Cluster Manager – with at least 5 years of experience as Cluster Manager
- Director – with at least 5 years of experience as Director

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
LMAAIPC24E-2502	18 Jul 2025 (Fri)	9am – 5pm	Face-to-Face	Fully Registered!
	1 Aug 2025 (Fri)	9am – 5pm		
	19 Sep 2025 (Fri)	9am – 5pm		

IBAP Project Title:
[ECDA Fellows IBAP] Building Collaborative Teams around the Child with Developmental Needs

by Ms Janice Leong (Deputy Director, Early Intervention Services,
Rainbow Centre, Singapore)



Learning Objectives:

Participants will be able to:

1. Discuss the fundamental considerations when including a child with developmental needs in the preschool
2. Define collaborative teaming and the differences between types of teams
3. Understand the benefits and barriers of working in collaborative teams
4. Understand the roles and responsibilities of the team around the child with developmental needs
5. Understand the role release process (King et.al., 2009) and how it relates to each of the professionals
6. Apply structures to facilitate collaboration in their own preschools
7. Widen their personal perspectives on how collaborative structures can support inclusion in the preschools

Topics Covered:

1. Support for children with developmental needs in the preschool
2. Collaborative teaming
3. Team structure and roles of team members

Project Deliverables:

- All participants are required to design a plan that will facilitate collaboration with internal and/or external team members to support a child with developmental needs in their preschool.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to
 - Submit a detailed action plan to implement collaborative teaming to support children with developmental needs in their preschool through a new or existing programme or initiative;
 - Undergo 2 x 1 hour coaching sessions; and
 - Implement the action plan and submit a reflection journal.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 14 hours (excludes 2 x 1-hour coaching* sessions for PDP (L) participants)

Class Size: Max. 10 participants

Target Groups (Occupational Titles):

- Centre Leader, Deputy Centre Leader
- Lead Preschool Educator
- Senior Lead Learning Support Educator, Lead Learning Support Educator

Applicable for leaders who have children with developmental needs in their classrooms.

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
OTHCTDN25E-2501	21 May 2025 (Wed)	9am – 5pm	Face-to-Face	Fully Registered!
	22 May 2025 (Thu)	9am – 5pm		
OTHCTDN25E-2502	15 Oct 2025 (Wed)	9am – 5pm	Face-to-Face	Limited Seats Left
	16 Oct 2025 (Thu)	9am – 5pm		

**ECDA Fellow will arrange individual coaching sessions with PDP(L) participants accordingly.*

IBAP Project Title:
[ECDA Fellows IBAP] Building Powerful Learning Communities within the Centre (2025)

by Mrs Hephzi See (Centre Head, MOE Kindergarten @ Frontier) &
Ms Sylvia Yeo (Deputy Director, PCF Sparkletots Preschool Limited)



Learning Objectives:

1. Equip Centre Leaders / Lead Educators with capacity in facilitating Professional Learning Communities (PLC) at their centres.
2. Encourage staff/colleagues to be a part of a learning community and enable change in classroom teaching practices.

Topics Covered:

1. PLC facilitation framework
2. 3 Stages of PLC participation model
3. Principles of PLC conversation
4. Identifying PLC topics
5. Planning PLC session

Project Deliverables:

- All participants are required to:
 - Submit a 2-month PLC action plan;
 - Conduct at least 2 PLC sessions; and
 - Submit 2 reflection journals.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to submit a 6-month PLC action plan, conduct at least 6 PLC sessions, and submit 6 reflection journals.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 19 hours (includes 2-hr coaching sessions)

Class Size: Max. 16 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
LMAPLCC25E-2501	12 Jun 2025 (Thu)	9am – 5pm	Face-to-Face	Registration Closed
	13 Jun 2025 (Fri)	9am – 5pm		
	19 Sep 2025 (Fri)	9am – 12noon		
LMAPLCC25E-2502	10 Sep 2025 (Wed)	9am – 5pm	Face-to-Face	27 Aug 2025 (Wed)
	12 Sep 2025 (Fri)	9am – 5pm		
	27 Nov 2025 (Thu)	9am – 12noon		

IBAP Project Title:**[ECDA Fellows IBAP] Coaching Early Years Educators to Raise Children's Emotional Well-Being (2023)**

by Ms Christine Soo (Lead Senior Lecturer, National Institute of Early Childhood Development)

**Learning Objectives:**

1. Centre Leaders will acquire skills/strategies to coach Early Years Educators to develop competency to support or raise the emotional well-being of the 0-3 children.
2. Centre Leaders will co-create strategies with Early Years Educators to enable positive interactions throughout the programme.

Topics Covered:

1. Image of the child
2. Awareness of own emotions and impact to others
3. Strategies for positive interactions with young children
4. Coaching Process/Cycle

Project Deliverables:

- All participants are required to:
 - Coach early years educators to apply appropriate strategies to have positive interactions with young children to raise their emotional well-being;
 - Document, reflect and share the pre- and post-coaching cycle and future plans to propagate consistent interaction strategies with 0-3 children for sharing.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to additionally submit a two-page reflection journal.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 10 hours (excludes 3 x 1-hour optional individual coaching sessions)

Class Size: Max. 15 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator
- Senior Preschool Educator, Senior Early Years Educator, Senior Infant Educator
- Cluster Manager, Senior Lead Learning Support Educator, Lead Learning Support Educator, Senior Learning Support Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
SEDREWC24E-2501	15 Apr 2025 (Tue)	9am – 5pm	Online	Fully Registered!
	29 May 2025 (Thu)	*9am – 12noon or 2pm – 5pm		
SEDREWC24E-2502	28 Apr 2025 (Mon)	9am – 5pm	Online	Registration Closed
	*12 Jun 2025 (Mon) or 13 Jun 2025 (Tue)	9am – 12noon		
SEDREWC24E-2504	16 May 2025 (Fri)	9am – 5pm	Online	Registration Closed
	*3 Jul 2025 (Thu) or 4 Jul 2025 (Fri)	9am – 12noon		

**Participants will be assigned to attend one of these sessions.*

IBAP Project Title:
[ECDA Fellows IBAP] Design Thinking for Curriculum Leadership (2025)
by Ms Seri Rahayu Ariff (Senior Manager, Oaks Plus Limited)



Learning Objectives:

1. Equip curriculum leaders with practical tools to effectively guide and support educators in enhancing teaching and learning practices.
2. Leverage the Design Thinking approach to foster collaboration, identify challenges and develop innovative solutions through a strategic design process that drives continuous improvement in teaching and learning practices.

Topics Covered:

1. Design Thinking Stages: Empathise, Define, Ideate, Prototype and Test
2. Key Process: Reframing problem, "How Might We" statement, Divergent and Convergent methods of brainstorming, Making ideas visible, Conduct testing, Journey mapping and Share success stories

Project Deliverables:

- All participants are required to identify an area of change in curriculum leadership, develop an action plan using the Design Thinking approach, implement the change at their centres, and share/present their success stories at the last session.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 20 hours (includes 1-hour individual consultation session and asynchronous learning prior to first session)

Class Size: Max. 15 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
LMADTCL25E-2501	11 Jun 2025 (Thu)	9am – 5pm	Face-to-Face	Registration Closed
	12 Jun 2025 (Fri)	9am – 5pm	Face-to-Face	
	16 Sep 2025 (Tue)	9am – 1pm	Online	
LMADTCL25E-2502	7 Jul 2025 (Thu)	9am – 5pm	Face-to-Face	Registration Closed
	8 Jul 2025 (Fri)	9am – 5pm	Face-to-Face	
	16 Sep 2025 (Tue)	1pm – 5pm	Online	
LMADTCL25E-2503	14 Aug 2025 (Thu)	9am – 5pm	Face-to-Face	31 Jul 2025 (Thu)
	15 Aug 2025 (Fri)	9am – 5pm	Face-to-Face	
	10 Nov 2025 (Mon)	9am – 1pm	Online	

Each IBAP class will include two hours of asynchronous reading, which will be sent to participants via email one week before the class begins.

IBAP Project Title:**[ECDA Fellows IBAP] Developing EC Leaders' Capabilities to Conduct Parent Engagement Activities (2025)**

by Ms Christine Soo (Lead Senior Lecturer, National Institute of Early Childhood Development)

**Learning Objectives:**

Participants will be able to:

3. Strengthen and build trusting home-school partnerships to position their preschool and educators as partners in the care and education to benefit preschoolers
4. Engage parents to encourage educational play, exploration and curiosity, and collaborate with educators

Topics Covered:

3. Construct and implement parent engagement (PE) activities with confidence based on centre's specific needs
4. Acquire effective strategies to implement interactive/experiential parent engagement activities and propagate the skills to all educators to take ownership of parent engagement in their individual classes

Project Deliverables:

- Participants are required to document the process of constructing, implementing, evaluating and documentation of one PE activity for sharing.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to additionally submit a two-page reflection journal.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 10 hours

Class Size: Max. 20 participants

Target Groups (Occupational Titles):

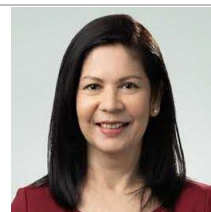
- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator
- Senior Preschool Educator, Senior Early Years Educator, Senior Infant Educator
- Cluster Manager, Senior Lead Learning Support Educator, Lead Learning Support Educator, Senior Learning Support Educator
- Director, Centre Manager, Senior Lead Early Intervention Educator, Lead Early Intervention Educator, Senior Early Intervention Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
FCEDELC25E-2501	21 Apr 2025 (Mon)	9am – 5pm	Online	Registration Closed
	*9 Jun 2025 (Mon) or 10 Jun 2025 (Tue)	9am – 12noon		
FCEDELC25E-2503	14 May 2025 (Wed)	9am – 5pm	Online	Registration Closed
	*11 Jul 2025 (Fri) or 16 Jul 2025 (Wed)	9am – 12noon		

**Participants will be assigned to attend one of these sharing sessions.*

IBAP Project Title:
[ECDA Fellows IBAP] Effective Communication with Parents using Professional Language (2024)
by Ms Stella Pereira (Cluster Director, The Little Skool-House International)



Learning Objectives:

Participants will be able to:

1. Mitigate frustration and strife in educator-parent communications
2. Reduce internalising and externalising problems
3. Promote collaboration that has positive impact on the child's social competence and relationship with educators

Topics Covered:

1. Barriers to effective educator-parent communications
2. How educators can communicate with parents using professional language
3. The effects of educator-parent communication using professional language
4. How centre leaders can develop educators' competencies in communicating using professional language

Project Deliverables:

- All participants are required to:
 - Conduct a ground survey to understand the key gaps in educator-parent communication and develop case studies for these gaps
 - Design and conduct a coaching session to support 2 to 4 educators in developing communication strategies using professional language through role-playing of case studies
 - Share/present their project and experiences at the last session
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to develop an action plan and submit a reflection journal.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 14 hours (includes a small group coaching session)

Class Size: Max. 15 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator
- Cluster Manager, Senior Lead Learning Support Educator, Lead Learning Support Educator
- Director, Centre Manager, Senior Lead Early Intervention Educator, Lead Early Intervention Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
FCEECPL24E-2501	6 May 2025 (Tue)	9am – 1pm	Online	Registration Closed
	19 May 2025 (Mon)	9am – 1pm		
	9 Jun 2025 (Mon)	9am – 1pm		
FCEECPL24E-2502	29 Jul 2025 (Tue)	9am – 1pm	Online	Fully Registered!
	5 Aug 2025 (Tue)	9am – 1pm		
	26 Aug 2025 (Tue)	9am – 1pm		

IBAP Project Title:**[ECDA Fellows IBAP] Engagement and Flow:****Growing and Developing Sustainable Leadership & Teams**

by Dr Jacqueline Chung (Senior Director, Leadership Development, Anglican Preschool Services), **Ms Jane Choy** (Head of Operations, M.Y World Preschool) & **Ms Ng Shu Ping** (Deputy Director, Human Resource, Anglican Preschool Services)

**Learning Objectives:**

Participants will be able to:

- Gain awareness of principles and relevant frameworks to create supportive and motivating work environments that improve staff engagement and morale
- Apply coaching conversations as a way of fostering engagement and sustainability
- Formulate strategies to highlight educators' experiences, challenges, and successes effectively

Topics Covered:

- Foundations of Organisational Psychology: Exploring motivational theory and employee engagement framework
- Coaching Dynamics: Applying Herzberg's Two-Factor Theory to foster intrinsic motivation and job satisfaction
- Conceptual Expression: Techniques to chronicle their growth, challenges, and successes effectively

Project Deliverables:

- All participants are required to:
 - Implement an employee engagement framework within their teams, including specific actions and timelines for improving staff engagement and morale; and
 - Conduct coaching conversations tailored to the needs of their team.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to formulate and implement specific action plans, prepare post implementation updates as well as submit a reflection journal.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 22 hours (includes 1 x 1-hour small group coaching* session)

Class Size: Max. 12 participants

Target Groups (Occupational Titles):

- Centre Leader, Deputy Centre Leader
 - Lead Preschool Educator, Lead Early Years Educator
 - Cluster Manager, Senior Lead Learning Support Educator, Lead Learning Support Educator
 - Director, Centre Manager, Senior Lead Early Intervention Educator, Lead Early Intervention Educator
- Applicable for leaders with 3 years of leadership experience and below who are responsible for leading teams.*

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
LMAEFGD25E-2501	14 Apr 2025 (Mon)	9am – 5pm	Face-to-Face	Fully Registered!
	15 May 2025 (Thu)	9am – 5pm		
	30 Jun 2025 (Mon)	9am – 5pm		
LMAEFGD25E-2502	15 Aug 2025 (Fri)	9am – 5pm	Face-to-Face	Fully Registered!
	18 Sep 2025 (Thu)	9am – 5pm		
	24 Oct 2025 (Fri)	9am – 5pm		

**ECDA Fellows will arrange group coaching session with participants accordingly.*

IBAP Project Title:
[ECDA Fellows IBAP] Equipping Leaders in Implementing the 3Rs (Respectful-Responsive-Reciprocal) (2023)

by Ms Alicia Lim (District Head, PCF Sparkletots)

& Ms N. Thamarai (Senior Cluster Quality Manager, My First Skool)



Learning Objectives:

1. Develop training plans and strategies to support early years educators in providing the best experiences for young children.
2. Implement appropriate pedagogical practices when caring for infants and toddlers.
3. Provide continuous professional learning opportunities for individual early years educators or small groups of educators at centre level.

Topics Covered:

1. Developing respectful, responsive and reciprocal interactions with infants and toddlers
2. Implementation of the learners' guide and video resource
3. Supporting early years educators in providing the best experiences for young children

Project Deliverables:

- All participants are required to conduct and share about at least 1 professional development session with their team.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to additionally conduct classroom observations and submit pre- and post-implementation reflection journals within 4 months from course commencement.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 10.5 hours

Class Size: Max. 25 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator
- Senior Preschool Educator, Senior Early Years Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
CPAIEYP23E-2501	20 May 2025 (Tue)	9.30am – 5.30pm	Online	Fully Registered!
	28 Jul 2025 (Mon)	*9.30am – 1pm or 2pm – 5.30pm		
CPAIEYP23E-2502	18 Aug 2025 (Mon)	9.30am – 5.30pm	Online	Fully Registered!
	13 Oct 2025 (Mon)	*9.30am – 1pm or 2pm – 5.30pm		
CPAIEYP23E-2503	8 Sep 2025 (Mon)	9.30am – 5.30pm	Online	Limited Seats Left
	27 Oct 2025 (Mon)	*9.30am – 1pm or 2pm – 5.30pm		

**Participants will be assigned to attend one of these sharing sessions.*

IBAP Project Title:**[ECDA Fellows IBAP] Equipping Leaders with the Art of Interpreting Observations***by Ms Angeline Goh (Senior Centre Leader, E-Bridge Pre-School Pte Ltd)***Learning Objectives:**

Participants will be able to:

1. Describe the importance of interpreting children's observations accurately
2. Demonstrate techniques for recording and interpreting observations in various contexts
3. Determine the importance of using children's documentation as a tool for learning and communication
4. Analyse observation data to identify patterns and insights into children's thinking

Topics Covered:

1. Introduction to Observation and Documentation
2. Techniques for Recording Observations
3. Interpreting Observations
4. Practical Application

Project Deliverables:

- All participants are required to submit the following:
 - Reflective Journals reflecting on their observation and interpretation practices; and
 - Implementation Plan to implement the learned techniques in their own educational settings
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to conduct 2 curriculum dialogues with the implementation plan in place.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 18 hours**Class Size:** Max. 6 participants**Target Groups (Occupational Titles):**

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
CPAELAO25E-2501	28 Apr 2025 (Mon)	9am – 5pm	Face-to-Face	Registration Closed
	29 Apr 2025 (Tue)	9am – 5pm		
	20 May 2025 (Tue)	9am – 1pm		
CPAELAO25E-2502	11 Aug 2025 (Mon)	9am – 5pm	Face-to-Face	Fully Registered!
	12 Aug 2025 (Tue)	9am – 5pm		
	16 Sep 2025 (Tue)	9am – 1pm		

IBAP Project Title:**[ECDA Fellows IBAP] Leading with a Heart for Character-based Curriculum (2025)**

*by Ms Shirley Tan (Executive Director, Catholic Preschool Education (Singapore))
& Mrs Ang-Oh Chui Hwa (Principal, Far Eastern Kindergarten)*

**Learning Objectives:**

1. Define and describe Character Education so as to put character into action in meaningful and relatable preschool contexts.
2. Design an engaging character-based integrated curriculum based on a localised Service-Learning model.
3. Deconstruct Servant Leadership to empower centre leaders.
4. Inspire good followership as Servant Leaders.

Topics Covered:

1. Servant Leadership: Why, What, & How? (Robert Greenleaf)
2. Character-based Curriculum: Why, What How? (Thomas Lickona)
3. How to inspire good Followership?
4. What is Servant Leadership Leading in Character Education?
5. What is the Ethic of Excellence in Culture? (Ron Berger)
6. How to design a Character-based Curriculum? (Marvin Berkowitz)
7. How to incorporate Service Learning in a meaningful and fun manner without budget considerations?

Project Deliverables:

- All participants are required to:
 - Design, implement, and share one term of Character-based Curriculum in presentation slides;
 - Reflect on design and implementation of Character-based Curriculum (Any format, e.g. Tik Tok videos) and share at the Networked Learning Community (NLC) during the last session.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to lead and implement the project, develop an action plan and submit a reflection journal.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 24 hours

Class Size: Max. 12 participants

Target Groups (Occupational Titles):

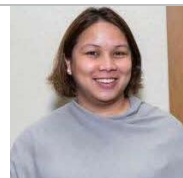
- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator
- Senior Preschool Educator, Senior Early Years Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
LMALHCC25E-2502	9 Sep 2025 (Tue)	9am – 5pm	Face-to-Face	Fully Registered!
	11 Sep 2025 (Thu)	9am – 5pm		
	16 Sep 2025 (Tue)	9am – 5pm		
	30 Sep 2025 (Tue)	9am – 12.30pm		

IBAP Project Title:**[ECDA Fellows IBAP] Quality Interactions: Guiding Educators to Connect with Children Beyond Instruction (2025)**

by Ms Melissa Goh-Karszen (Senior Lecturer, Early Childhood Education Programme, S R Nathan School of Human Development, SUSS)

**Learning Objectives:**

1. Adopt a culture-building approach towards improving the social-emotional climate in the centre.
2. Promote quality interactions by influencing educators to look beyond operational demands and truly connect with children (and each other) to effect significant and lasting outcomes.

Topics Covered:

1. Start with Self: My role as a leader in influencing quality of interaction within my centre (The Power of Influence + Self-care + Gratitude)
2. Self and Team: Identify your interactional style and reflect on your values of interaction and relationships (Acceptance + Team-Care)
3. Team and Team: Analyse interactions within your centre and identify influences and impact of these interactions. Discuss theories and underpinning principles of quality interactions and unpack these principles in practice (Positive Mindset + Workplace Appreciative Language)
4. Team and Children: Enhance quality interactions through everyday actions and practices (Meaningful Moments + Jar of Meaningful Moments)
5. Culture-building Approach: Identify existing positive strategies that centres have and build on those strengths to enhance overall social-emotional climate in their centres (Appreciative Inquiry + Habit Formation)

Each topic builds upon previous topics to reinforce a shift from operational demands to fostering significant and lasting connections.

Project Deliverables:

- All participants are required to observe, reflect and apply their learning through bite-sized tasks on specific topic back at their centres after each workshop, complete and submit relevant reflections and conduct sharing during the focus group session.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to facilitate workshops with their team and will receive up to 2 one-to-one coaching sessions and/or support to co-facilitate the workshops.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 20 hours

Class Size: Max. 25 participants

Target Groups (Occupational Titles):

- EL Senior Centre Leader, EL Centre Leader, EL Deputy Centre Leader
- EL Curriculum / EL Pedagogy Specialist, EL Lead Preschool Educator, EL Lead Early Years Educator

Applicable to those involved in leading, mentoring and/or guiding a team of educators.

Class Schedule: *Each class consists of 4 workshops and 1 focus group session across a 5-month implementation period.*

Class Code	Date	Time	Mode	Registration Closing Date
SEDQIGE25E-2502	9 May 2025 (Fri)	9.30am – 1.30pm	Face-to-Face	Registration Closed
	9 Jun 2025 (Mon)	9.30am – 1.30pm		
	4 Jul 2025 (Fri)	9.30am – 1.30pm		
	5 Aug 2025 (Tue)	9.30am – 1.30pm		
	23 Sep 2025 (Tue)	9.30am – 1.30pm		

IBAP Project Title:**[ECDA Fellows IBAP] Supporting Children's Active Learning Experiences as a Leader in Infant Care Settings (2025)**

by Dr Cynthia Tan (Assistant Director, Faculty and Leadership Development, National Institute of Early Childhood Development)

**Learning Objectives:**

Participants will be able to:

1. Explain the concept of involvement and how it relates to active learning
2. Discuss factors and related practices that impact a child's involvement
3. Analyse infants' involvement based on video vignettes from participants' infant care settings
4. Critically reflect on their own knowledge, beliefs and values, and how these shape their practices as leaders of infant care settings

Topics Covered:

1. Critical reflection as leaders
2. Image of infants
3. Key principles of infant development and learning
4. Concept of involvement
5. Factors and practices that impact infants' active involvement in infant care settings
6. Consolidating and contextualizing learning as leaders of infant care settings

Project Deliverables:

- All participants are required to:
 - Gather videos of infants in typical everyday moments in their infant care settings (*instructions will be shared during session 1*); and
 - Complete reflective journals.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to submit a post-session reflection capturing their learning based on a 4-hour session with the ECDA Fellow at their infant care centre. The 4-hour in-centre session will be focused on observing infants' learning experiences, infant care practices and discussing how these observations inform their leadership practices.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 20 hours

Class Size: Max. 10 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Lead Preschool Educator, Lead Early Years Educator

Applicable for leaders responsible for leading infant care rooms/centres.

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
CPASCAL25E-2501	28 Apr 2025 (Mon)	9am – 12.30pm	Face-to-Face	Fully Registered!
	16 May 2025 (Fri)	9am – 5pm		
	23 May 2025 (Fri)	9am – 5pm		
	27 May 2025 (Tue)	9am – 12.30pm		
CPASCAL25E-2502	28 July 2025 (Mon)	9am – 12.30pm	Face-to-Face	Fully Registered!
	14 Aug 2025 (Thu)	9am – 5pm		
	22 Aug 2025 (Fri)	9am – 5pm		
	29 Aug 2025 (Fri)	9am – 12.30pm		

Note: After the final group session, participants may request for a 1-hour individual session (online) to discuss their learning & practical implementation strategies specific to their infant care setting.

IBAP Project Title:**[ECDA Fellows IBAP] Supporting Pedagogical Leadership for Outdoor Learning (2023)**

by Mrs J Rajendran Nee G Padhmavathi (Lead Language Specialist, Mother Tongue Languages, PCF Sparkletots)

**Learning Objectives:**

1. Strengthen EC leaders' pedagogical leadership in providing and leading outdoor learning
2. Strengthen EC leaders' capabilities in building educators' capacities in outdoor learning through mentoring and coaching

Topics Covered:

1. Image of the Child
2. Change leadership
3. Learning journey
4. Designing of intervention strategies

Project Deliverables:

- All participants are required to:
 - Identify the areas for improvement or challenges in the current practice;
 - Submit an action plan; and
 - Guide their educators in the implementation of outdoor learning at their centres.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to additionally submit a reflection journal upon project completion.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 25 hours (includes learning journey and 2-hour on-site mentoring & coaching session)

Class Size: Max. 18 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
CPAPLOL23E-2501	18 Jun 2025 (Wed)	9am – 5pm	Face-to-Face	Registration Closed
	19 Jun 2025 (Thu)	9am – 1pm		
	20 Jun 2025 (Fri)	9am – 1pm		
	14 Jul 2025 (Mon)	9am – 6pm		

IBAP Project Title:**[ECDA Fellows IBAP] Universal Learning Lab: Building Blocks for an Inclusive Classroom**

*by Ms Justine Ho (Senior Lead Learning Support Educator, NTUC First Campus)
& Ms Rita Lim (Senior Manager, Learning Support, NTUC First Campus)*

**Learning Objectives:**

Participants will be able to:

1. Identify the elements of Universal Design for Learning (UDL) in their centre program using the OSKAR framework
2. Describe the learning needs of the children using learning data
3. Examine their centre program to identify and implement areas of change, and critique its effectiveness
4. Relate their experience to new learnings through reflection and discussions
5. Critique and provide constructive feedback to fellow participants

Topics Covered:

1. Universal design for learning
2. Coaching
3. Assessment for Learning & Assessment of Learning

Project Deliverables:

- All participants are required to:
 - Submit an implementation reflection; and
 - Share their experiences and insights during the focus group session.
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to additionally conduct coaching for their centre educators. They must also guide their educators in planning and implementing UDL and submit a reflection journal within four months following the completion of the course.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 25 hours (includes a group coaching session)

Class Size: Max. 8 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Lead Preschool Educator, Lead Early Years Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
CPAULLB25E-2502	9 May 2025 (Fri)	9am – 5pm	Face-to-Face	Registration Closed
	16 May 2025 (Fri)	9am – 5pm		
	23 May 2025 (Fri)	9am – 5pm		
	*13 Jun 2025 (Fri)	9am – 1pm		
CPAULLB25E-2503	21 July 2025 (Mon)	9am – 5pm	Face-to-Face	Fully Registered!
	28 July 2025 (Mon)	9am – 5pm		
	4 Aug 2025 (Mon)	9am – 5pm		
	*25 Aug 2025 (Mon)	9am – 1pm		

**Participants will attend a 4-hour group coaching session on the last session*

Note: Participants may also request for additional one-to-one onsite coaching.

IBAP Project Title:
[ECDA Fellows IBAP] Using Virtues Project to Develop Positive Behaviours in Young Children (Early Years) (2023)
by Ms Alicia Lim (District Head, PCF Sparkletots)



Learning Objectives:

Participants will be able to:

1. Understand Virtues Project and its impact on the development of young children's positive behaviours.
2. Learn about common strategies of Virtues Project which can be used by centre leaders, educators and parents.
3. Equip educators and parents with a tool to create safe and caring learning, and character building in young children.
4. Inspire professional excellence and ethics in the workplace.

Topics Covered:

1. Image of the child
2. Children's challenging behaviours and challenges faced by educators in managing them
3. 5 strategies that support educators in classroom management, children's character building and social and emotional development

Project Deliverables:

- Each centre leader is required to attend this course with a senior preschool/early years educator (managing children aged 0-3) and work with him/her to achieve the following:
 - Conduct pre- and post-implementation observations
 - Plan and implement the intervention, with involvement of selected parents
 - Collect required findings
 - Build up teaching aids through simple video recording
 - Reflection journal
 - Review survey questionnaire
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 16 hours

Class Size: Max. 16 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Curriculum / Pedagogy Specialist, Lead Preschool Educator, Lead Early Years Educator
- Senior Preschool Educator, Senior Early Years Educator, Senior Infant Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
SEDPBYC23E-2501	2 Jul 2025 (Wed)	9am – 1pm	Face-to-Face	Registration Closed
	5 Aug 2025 (Tue)	9am – 1pm		
	3 Sep 2025 (Wed)	9am – 1pm		
	2 Oct 2025 (Thu)	9am – 1pm		

IBAP Project Title:**[ECDA Fellows IBAP] "What's Beneath the Surface?": Developing Clarity and Courage in Decision Making**

by Mrs Cara Wong (Director, Academic Services, Early Childhood Development Centre, Little Seeds Preschool) & Ms Stacey Toh (Deputy Head, Preschools, Star Learners Group)

**Learning Objectives:**

Participants will be able to:

- Reflect on personal values in leadership
- Learn and apply the Cynefin Framework Map for Sense-Making and Decision Making
- Analyse leadership successes/challenges in relation to the "Courageous Leadership Model"
- Develop intentional reflection skills (the Why and How we do what we do)

Topics Covered:

- Values in Decision Making
- "Cynefin Framework" by Dave J. Snowden (A Sense-making tool for decision making)
- "Courageous Leadership Model" by Brene Brown (4 key elements to Courage in Leadership)

Project Deliverables:

- All participants are required to submit the following:
 - A Personal Growth Plan with 2 SMART Leadership Goals (in relation to Clarity and Courage); and
 - Leadership Reflections: Summary/presentation of learning from the IBAP
- PDP(L) participants who wish to submit this IBAP project as a PDP(L) milestone project are required to submit an action plan for personal leadership development over a 3-month period specific to the 2 SMART Leadership goals.
- Minimum attendance of 75% is required to complete the course.

No. of CPD Hours: 20 hours (includes 1 x 2-hour group coaching* session)

Class Size: Max. 6 participants

Target Groups (Occupational Titles):

- Senior Centre Leader, Centre Leader, Deputy Centre Leader
- Cluster Manager, Senior Lead Learning Support Educator
- Director, Senior Lead Early Intervention Educator

Class Schedule:

Class Code	Date	Time	Mode	Registration Closing Date
LMAWBTS25E-2501	26 May 2025 (Mon)	9am – 5pm	Face-to-Face	Fully Registered!
	27 May 2025 (Tue)	9am – 5pm		
	2 Jun 2025 (Mon)	1pm – 5pm		
LMAWBTS25E-2502	19 Jun 2025 (Thu)	9am – 5pm	Face-to-Face	Fully Registered!
	20 Jun 2025 (Fri)	9am – 5pm		
	4 Jul 2025 (Fri)	1pm – 5pm		
LMAWBTS25E-2503	22 Sep 2025 (Mon)	9am – 5pm	Face-to-Face	Fully Registered!
	23 Sep 2025 (Tue)	9am – 5pm		
	10 Oct 2025 (Fri)	1pm – 5pm		

**ECDA Fellows will arrange group coaching session with participants accordingly. The coaching sessions can be done face-to-face or virtually, depending on participants' needs and will be held after Day 2 of IBAP, before the last half-day session.*

Frequently Asked Questions (FAQs)

(A) IBAP Class Registration

Q1: How do I register for the IBAP classes?

You may refer to the instructions below and register for your preferred IBAP class via ONE@ECDA.

- 1) Click on "**Search New Course/Event**".
- 2) Search for the course by entering the "**Class Code**". Click on the "**Search**" button.
- 3) Select "**Type of Sponsorship**".
- 4) Select the "**Checkbox**".
- 5) Click on the "**Apply**" button* at the bottom of the page. The message "Your request has been submitted successfully" will appear.

Q2: What is the course fee for each IBAP class?

The IBAP classes are conducted by ECDA Fellows to support EC leaders in their leadership development and implementation of good practices at their centres. The classes are fully funded by ECDA at no cost to participants.

Q3: Can I still register for the IBAP class after the registration closing date?

ECDA will not accept any registration after the closing date. You are strongly encouraged to register ahead of the closing date as the seats are available on first-come-first-serve basis.

Q4: What happens if my registration is still pending approval/review after the closing date?

Please follow-up with your Reporting Officer/HQ for his/her approval after registering for the IBAP class. Your registration will be deemed as unsuccessful if it is not approved before the closing date.

Q5: When will I receive confirmation of my registration?

You will receive a system-generated course placement letter (via your email address provided in ONE@ECDA) after the registration closing date, usually one to two weeks prior to class commencement, upon success enrolment into the IBAP class.

Should the IBAP class be conducted online, ECDA will follow-up with an email with the class details (i.e. meeting URL, ID and password) at least three (3) working days prior to class commencement. Please contact us at Partnerships@ecda.gov.sg if you have received the system-generated course placement letter but did not hear from us.

Q6: What happens if I am placed on waitlist for the IBAP class?

ECDA will contact you at least three (3) working days prior to class commencement, should there be any available seat due to last minute withdrawal from the IBAP class. Your enrolment will be deemed as unsuccessful if you do not hear from us by then.

Q7: How do I withdraw from the IBAP class?

You may submit your withdrawal request via ONE@ECDA and follow-up with your Reporting Officer/HQ for his/her approval before the registration closing date.

Please write in to ECDA at Partnerships@ecda.gov.sg should you wish to withdraw your enrolment after the registration closing date. ECDA reserves the right to impose penalty for last-minute withdrawals without any valid reason.

Alternatively, you may wish to send a replacement (who meets the registration criteria) by providing us with the following details.

- Full Name (as per NRIC/FIN):
- NRIC/FIN No.:
- Contact No.:
- Email Address:

(B) Fulfilment of IBAP Project Requirements

Q8: What is the minimum attendance requirement for the IBAP classes?

Participants are required to fulfil a minimum attendance of 75% for all IBAP classes. Your course completion status will be indicated as "Incomplete" in ONE@ECDA if you fail to meet the minimum attendance requirement without a valid reason.

For absence with valid reason(s), please write in to ECDA at Partnerships@ecda.gov.sg with the following details and provide the relevant supporting documents (e.g. medical certification) latest within 2 weeks from the last session. Otherwise, your course completion status will be indicated as "Incomplete" in ONE@ECDA.

- Full Name (as per NRIC/FIN):
- Contact No.:
- IBAP Project Title:
- Class Code:
- Date of Absence and Reason(s):

Q9. What happens if I fail to complete/submit the project deliverables?

Participants are expected to assess their readiness and commitment prior to registering for any of the IBAP classes.

Your course completion status will be indicated as "Incomplete" in ONE@ECDA if you fail to complete/submit the project deliverables without a valid reason within 2 weeks from the last session.