

**Competency Standards for  
Child Development Teachers (CDTs)  
and  
Child Development Workers (CDWs):  
A Manual**

**JANUARY 2017**

with support from





# FOREWORD

In the face of increased attention to early childhood care and development in the country, there is a concomitant need for well-qualified teachers and workers. This is reverberated by World Education Forum (2015) when it states that “Inclusive and equitable quality education to promote lifelong learning opportunities for all requires substantial increase in the supply of qualified teachers”. Likewise, researches on child care and development point toward a demand for more understanding of child’s early years learning and the practices that help diverse populations of young children to be equally ready for kindergarten.

The education of children, 0 to 4 years old is a field where professional development has not been given substantial attention in the past years in our country. The professional development must go beyond the personal characteristics of the workers and the provision of basic knowledge, skill or practice on care and development of young children. Rather, it should require the development of building theories and principles on child growth, development and learning, along with the methods or delivery of approaches which are evidenced-based on practices and outcomes, among others.

It is in this context, that the Competency Standards for Child Development Teachers (CDTs) and Child Development Workers (CDWs) were developed. To have better trained teachers and workers is a proposed strategy of Goal 4 of the Sustainable Development Goals (SDGs) 2030 and Human Resource Development Program (Section 5c) is mandated in Republic Act 10410 or The Early Years Act of 2013. This document forms an integral part of the over-all framework of the approved ECCD Standards and Guidelines.

It is the desire of the ECCD Council that the CDTs and CDWs in all the Child Development Centers must possess the required teaching standards and competencies. This is an assurance that they could continuously expand high-quality early childhood education for young children from birth to 4 years old.



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**PART I**

**INTRODUCTION**

## Rationale

The enactment of the Early Years Act (EYA) of 2013 or RA 10410 is a milestone in the early childhood care and development. The law recognizes the age zero (0) to eight (8) years as the first crucial stage of educational development and has been given utmost importance. This also reiterates the earliest mandate, “the Child and Youth Welfare Code or Presidential Decree (PD 603)” issued in 1974. Article 1 of PD 603 states “that the child is one of the most important assets of the nation. Every effort should be exerted to promote his welfare and enhance the opportunities for a useful and happy life.”

RA 10410 declares that age from zero (0) to four (4) years is the responsibility of the Early Childhood Care and Development (ECCD) Council. The ECCD Council is in full swing on its advocacy, mobilization and networking of communities as well as orientation and training of early childhood educators like the CDTs and CDWs on the utilization of the Standards and Guidelines for Center-Based Early Childhood Programs and also the National Early Learning Curriculum with the accompanying Learning Resource Packages (LRPs).

The **Competency Standards for Child Development Teachers (CDTs) and Child Development Workers (CDWs)** which the ECCD Council in partnership with UNICEF developed is an integral part of the Standards and Guidelines for Center-Based Early Childhood Programs for its implementation. The first years of life are important because what happens in early childhood can matter in a lifetime” (Harvard, 2009). Therefore, the need for competent teachers who can deliver early childhood care, development and education with QUALITY is inevitable. In education, quality is largely determined by the teachers’ competencies. Provision therefore for access to early childhood care and development would mean assurance of quality service delivery. This can only happen if all early educators including parents and caregivers will possess the basic requirements and perform the standards and competencies expected of them.

The practice of teaching in the country is being regulated through RA No. 7836 “An Act to Strengthen the Regulation and Supervision of the Practice of Teaching in the Philippines and Prescribing a Licensure Examination for Teachers and for Other Purposes” also known as the Philippine Teachers Professionalization Act of 1994. No person shall be allowed to practice or offer to practice the teaching profession in the Philippines or be appointed as a teacher without having previously obtained a valid certificate of registration and a valid professional license.

Since we want our early childhood educators like CDTs/ CDWs, parents and caregivers prepared for their noble tasks of tending and taking charge of the developmental years of the zero to four years old children, the demand to review existing standards and competencies here and abroad and to modify and enrich these to align with the present mandate and ensure relevance to the needs of the target clientele is of paramount importance.

## Goal and Objectives

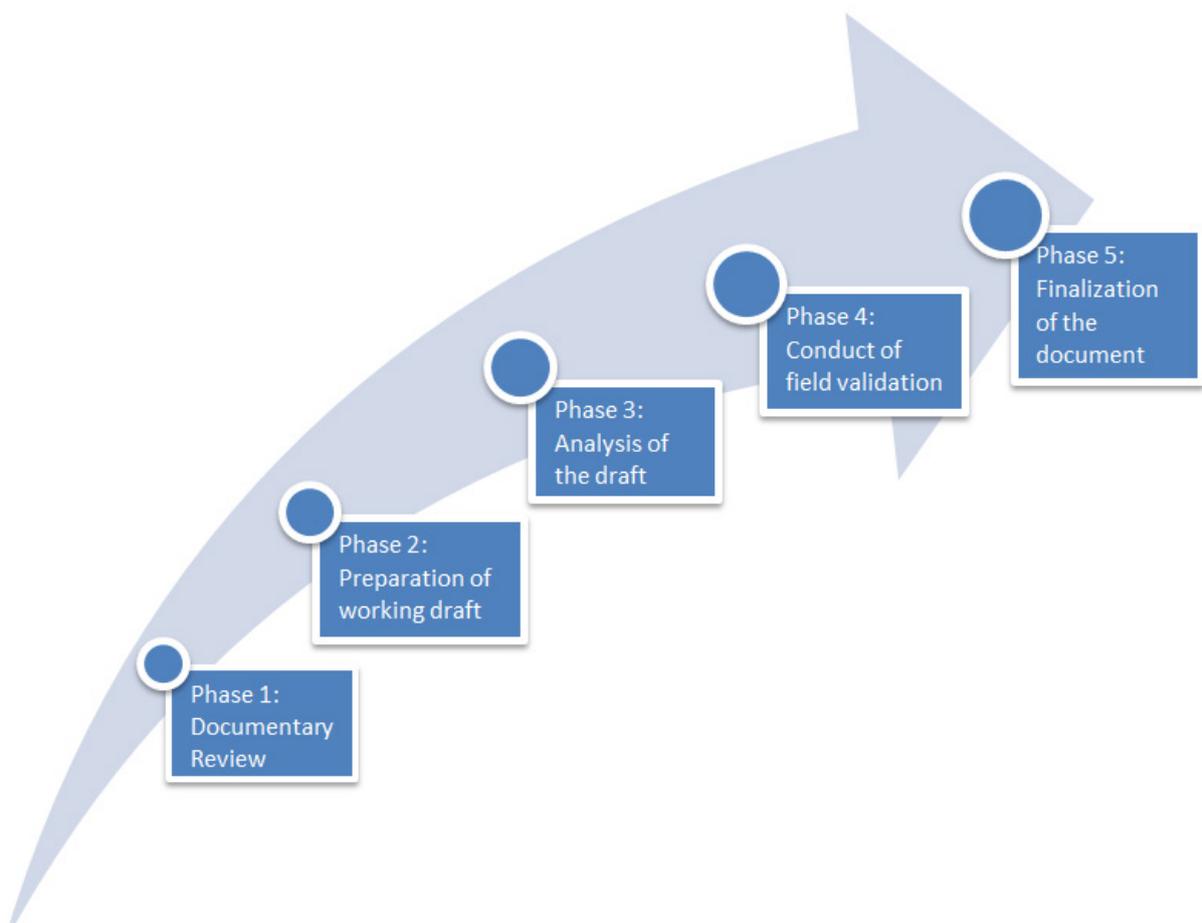
**Goal:** Ensure that all CDTs, CDWs and other service providers have developed and demonstrated the necessary knowledge, skills and attitudes to meet children's developmental needs and deliver high quality early childhood programs for all children from birth to 4 years old.

### Objectives:

1. Raise awareness among LGUs, other government and non-government agencies and practitioners in ECCD about the need for professional development that supports and develops the specialized teaching standards and competencies of early childhood educators;
2. Build a progression of professional development and educational opportunities among the early childhood workforce in order to work effectively with young children, their families and other service providers; and
3. Serve as reference for Teacher Education Institutions and other institutions of learning as well as the Provincial and City/Municipal Social Welfare and Development Officers in their professional development activities for the CDTs, CDWs, and other service providers.

## Development Process

The **ECCD Council** in partnership with UNICEF, initiated the project, “Development of Competency Standards for Child Development Teachers (CDTs) and Child Development Workers (CDWs)” as integral part of the standards which is a nationally validated document in synch with the needs of field practitioners to better serve the zero (0) to four (4) years old children. The main objective of the project is to have a basis for capacitating the CDTs and CDWs.



The development process was divided into five phases. Each phase involved several activities and strategies.

Phase 1 included the documentary review and analysis of existing teaching standards and competencies in the country and other countries; Phase 2 was the preparation of working draft

based on the review and analysis; and Phase 3 involved the conduct of consultative workshops presenting the working draft as well as the other documents and studies used in the review.

In Phase 3, expert resource persons on early childhood education like the ECCD Focal Persons from local government units, ECCD practitioners from private institutions, technical working staff from partner agencies and institutions (DepED, DSWD, NNC, ECCDC, UNICEF) shared inputs and analyzed the working draft. The prepared draft of competency standards features seven (7) areas or domains as follows:

- Child Growth and Its Development
- Health, Safety and Well-Being
- Curriculum
- The Learning Environment and Experiences
- Assessment and Reporting
- Communicating and Partnering with Families and Community Linkages, and
- Personal and Professional Development

The domain and sub-domains have appropriate standards and equivalent listing of related competencies. A total of fifteen (15) standards for the seven domains and a minimum of ten (10) and a maximum of fifteen (15) competencies made up the original working draft.

Based on findings and suggestions, the working draft document was revised and used in Phase 4 which was the conduct of Field Validation. The sites were purposively selected in three (3) UNICEF and ECCDC priority areas in Luzon, Visayas, and Mindanao. These were Malabon City (NCR), Bobon, Samar (Region VIII) and Tagum City (Region XI). The ECCD stakeholders of each area (teachers, parents, local government units and private schools representatives) were interviewed and surveyed regarding the Competency Standards. Instruments for profiling, validation criteria, and checklist were provided during the guided interview and focus group discussions.

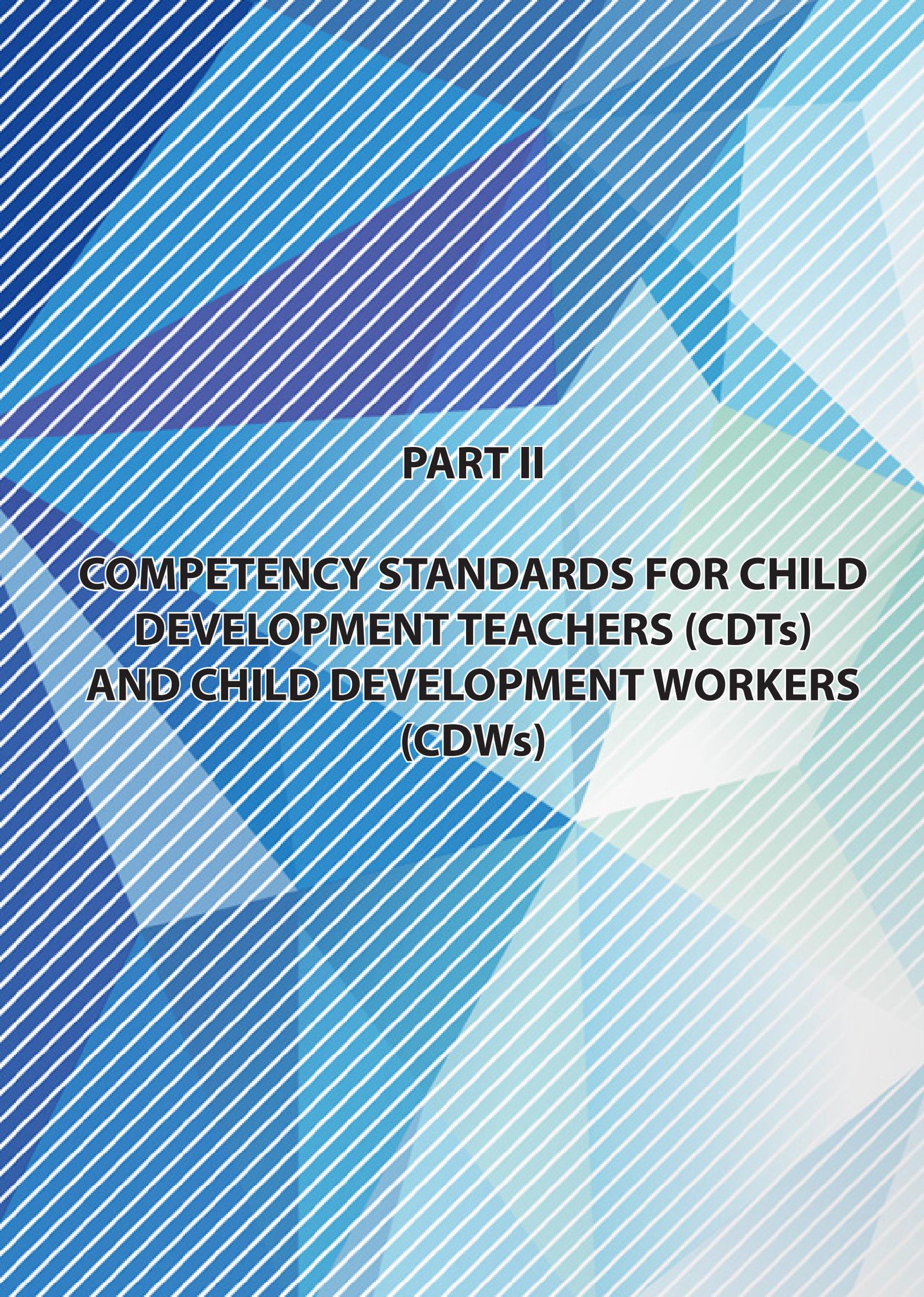


Day Care Workers of Tagum City, Region XI reviewing the standards and competencies of the CDTs and CDWs



Parents of Bobon, Northern Samar during the validation of the Competency Standards

Phase 5 involved the finalization of the document based on the field findings, followed by a series of consultative workshops with national experts and representatives from the academe to confirm the revisions. With the finalized list of standards and competencies for CDTs and CDWs are the Conceptual and Training Framework to clearly show the connections of the required teaching standards and competencies and the training options which the CDT or CDW could choose from in order to continuously grow personally and professionally.



**PART II**

**COMPETENCY STANDARDS FOR CHILD  
DEVELOPMENT TEACHERS (CDTs)  
AND CHILD DEVELOPMENT WORKERS  
(CDWs)**

## Legal Bases

The essential mandate supportive of the ECCD program and its human resource development include the following:

- PD 603 of 1074 or the Child and Youth Welfare Code declared the policy that the child is one of the most important assets of the nation. Every effort should be exerted to promote his welfare and enhance his opportunities for a useful and happy life. The child is not a mere creature of the State. Hence, his individual traits and aptitudes should be cultivated to the utmost insofar as they do not conflict with the general welfare.

- RA 6972, an Act Establishing a Day Care Center in Every Barangay, Instituting Therein a Total Development and Protection of Children Program, Appropriating Funds Therefore, and for Other Purposes. One of the functions of the Social Welfare and Development, as provided in Section 5 (a) is: formulate the criteria for the selection, qualifications, training and accreditation of barangay day care workers and the standards for the implementation of the total development and protection of children program.

- RA 8980, An Act Promulgating a Comprehensive Policy and a National System for Early Childhood Care & Development (ECCD), Providing Funds Therefor & for Other Purposes. Section 5 (c) on Human Resource Development Program states that the program shall establish mechanisms for the systematic professionalization of ECCD service providers through enrolment in educational program in site-based or distance education modes, through pre-service or in-service training including continuing education programs, whereby a registration and credential system shall be developed in the ECCD system.

- RA 10410 or The Early Years Act of 2013, an act recognizing the age from zero (0) to eight (8) years as the first crucial stage of educational development and strengthening the early childhood care and development system, appropriating funds thereof and for other purposes. Section 5 (c) on Human Resource Development Program is the same as in RA 8980.

- Southeast Asian Guidelines for Early Childhood Teacher Development and Management. In Southeast Asia, the momentum has been building for early childhood teacher development and management. In September 2014, SEAMEO Member Countries decided to make achieving universal early childhood education by 2030 one of the seven priority areas for cooperation. Guidelines to increase the quality of the services provided in terms of their curricula, pedagogy, facilities and personnel were developed. These were based on recommendations from both regional and international experiences concerning how best to manage and further enhance the quality of early childhood teachers in terms of their recruitment to pre-service education,

certification, deployment, continuing professional assessment and development, career progression, and working conditions and environments.

## **Theories and Principles**

The Standards and Competencies are anchored on the basic theories and principles of child growth and development in terms of milestones, learning and assessment. Among these are:

- Every child is unique; every aspect of the growth and development is interrelated and independent; every child is a thinking, moving, feeling and interactive human being.
- The Early Childhood Education program should be grounded on developmentally appropriate practice. It should be child-centered and appropriate to the developmental domains where implementation is through play and diverse learning activities that will sustain the child's interests.
- Monitoring of progress in learning is done to identify the child's total development by documenting and reporting progress to parents.

# Conceptual Framework

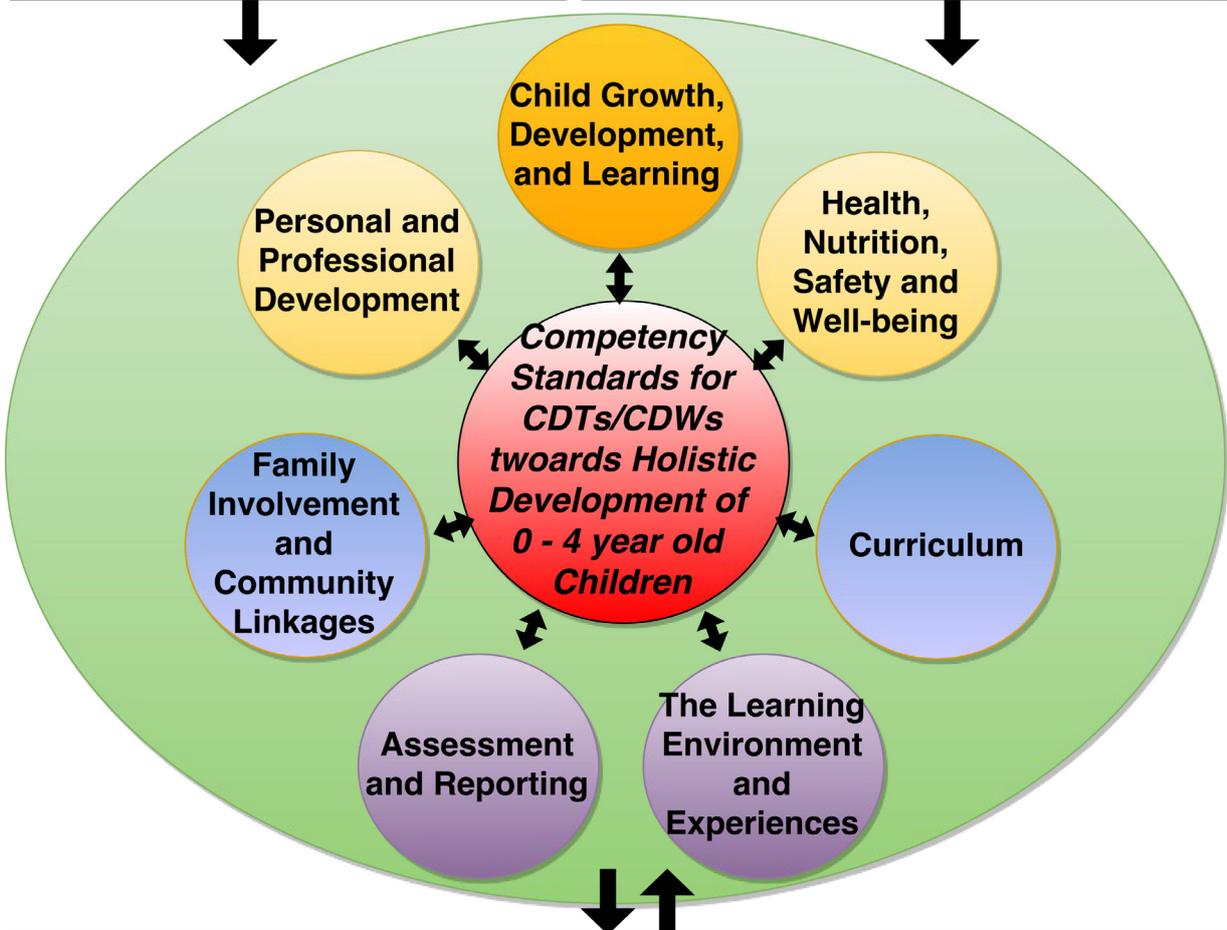
## FRAMEWORK OF COMPETENCY STANDARDS FOR CDTs and CDWs

**VISION :** The NELF views the Filipino Child as human being who loves God, parents, and country; is proud to be a Filipino; honors the customs, traditions and good values of the people, knows his/her basic rights; respects other cultures and is able to live in peace and harmony with all

**MISSION :** The goal of the NELF is to provide the child with early learning and development programs that are appropriate in various ages/stages of development, gender-fair, sensitive to diverse cultures and where he/she may be sheltered with the love and care of family and community in an environment that is safe and sound

**PHILOSOPHICAL AND LEGAL BASES**  
 PDO 603 PD 1567 RA 6972  
 RA 8980 RA 10410 NELF  
 SEA Guidelines for ECE Teacher Development

**THEORIES AND PRINCIPLES**  
 CHILD GROWTH & DEVELOPMENT, PROGRAM DEVELOPMENT, LEARNING ASSESSMENT, HOLISTIC DEVELOPMENT, PLAY OPPORTUNITIES, DEVELOPMENTALLY APPROPRIATE PRACTICES



### SUPPORT SYSTEM

HUMAN RESOURCE DEVELOPMENT

MANAGEMENT

OTHER INTERVENTIONS

The Standards and Competencies for the Child Development Teachers (CDTs) and Child Development Workers (DCWs) are guided by the National Early Learning Framework (NELF) including its Vision and Mission. The NELF is a policy document that consolidates and unifies the various early learning programs of government and non-government organizations into appropriate early learning experiences which various ECCD practitioners can use as anchor to ensure the delivery of a full range of health, nutrition, social and early learning services for the child at all levels of development.

The Standards and Competencies are in accordance with the Philosophical and Legal Bases as well as the Theories and Principles which have been discussed in the previous pages. The competency standards feature seven (7) domains or areas as follows:

- A. Child Growth, Development, and learning
- B. Health, Nutrition, Safety and Well-Being
- C. Curriculum
- D. Learning Environment and Experiences
- E. Assessment and Reporting
- F. Family Involvement and Community Linkages
- G. Personal and Professional Development

The support system for the development of the competency standards among the CDTs and CDWs are Human Resource Development, the Management and the Other Interventions.

## **Domains, Standards and Competencies**

Each of the seven (7) **domains** is comprehensively described and has its corresponding standard(s) and competencies.

**Standards** are statements that describe the knowledge, skills, and values that characterize good teaching practice or effective teaching while **competencies** focus on what educators need to know and be able to do, to demonstrate that they are well-rounded and well-prepared to educate and care for young children. Competencies are increasingly seen as a cornerstone of assuring professionalism and stability for the early care and education workforce.

# STANDARDS AND COMPETENCIES FOR CHILD DEVELOPMENT TEACHERS (CDTs) AND CHILD DEVELOPMENT WORKERS (CDWs)

## Domain A: CHILD GROWTH, DEVELOPMENT AND LEARNING

The Child Development Teacher and Child Development Worker have strong knowledge foundation on Child Growth, Development and Learning. They know that every aspect of growth and development is interrelated and interdependent; it also follows a sequential pattern and that it happens within a continuum, i.e., some children may develop differently at their own pace, some may experience delays, or have special needs. They understand the impact of culture and the expectations of families. This enables the CDT and CDW to create environments that are healthy, respectful, supportive, and challenging.

Standards	Competencies
A1. Demonstrates general understanding of the child's development across different domains	1.1 Explains the different developmental domains 1.2 Describes the different developmental characteristics of a child 1.3 Recognizes that a child develops along a continuum that is unique to each individual 1.4. Articulates that development is continuous and generally sequential 1.5 Applies knowledge of child development and learning in determining children at-risk for delays
A2. Demonstrates general understanding of how children learn	2.1 Employs principles of child growth and development 2.2 Uses play as a vehicle for learning the physical, cognitive, language, socio-emotional, and creative and aesthetic domains 2.3 Responds to the needs of a child based on his/her developmental characteristics

<p>A3. Shows respect for individual differences by designing differentiated sets of learning activities</p>	<p>3.1 Recognizes that learning advances when a child is challenged to achieve at a level just beyond his/her current mastery and also when he/she has many opportunities to practice newly acquired skills</p> <p>3.2 Demonstrates understanding of a child's background</p> <p>3.3 Accepts each child as a unique individual, including his/her diverse linguistic, cultural and social backgrounds</p>
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**Domain B: HEALTH, SAFETY, NUTRITION AND WELL-BEING**

The Child Development Teacher and Child Development Worker possess knowledge on how sound health and proper nutrition contribute to quality learning and have skills on how to implement safety practices to keep children from hazards and possible cause of danger, and maintain regularly the physical environment and all materials and equipment accessible to children. This includes emergency preparedness and an orientation on detecting neglect and abuse among children for appropriate response/referral.

<b>Standards</b>	<b>Competencies</b>
<p>B1. Shows accountability in the promotion of health, nutrition, safety, and total well-being of children</p>	<p>1.1 Organizes an up to date health record and history of each child</p> <p>1.2 Uses nutritional status, log of injuries/ illness and medication (if ever) as intervention(s)</p> <p>1.3 Practices a daily health check</p> <p>1.4 Keeps a pleasant, clean and safe environment</p>

- 1.5 Shows alertness to refer infants and toddlers for other health and nutrition services such as vaccine, oral health care and micronutrient supplementation
- 1.6 Demonstrates the know-how of basic and first aid as well as preparedness in case of disaster or any emergency
- 1.7 Uses a first aid kit and contacts the appropriate person in case of emergency
- 1.8 Shows interest and safety of 0 to 4-year old children in engaging them to various indoor or outdoor activities
- 1.9 Implements policies and regulations regarding health and safety
- 1.10 Demonstrates healthy and proper eating habits
- 1.11 Demonstrates calmness in any circumstances so as not to cause panic and insecurity among 0 to 4-year old children

### **Domain C. CURRICULUM**

Curriculum for early years is based on knowledge, experiences, child rearing, play and exploration aligned to the principles of child development. Inclusion of teachers' knowledge of developmentally-appropriate curriculum and integration of various domains is encouraged through holistic approach that promotes comprehensive developmental and learning outcomes for zero (0) to four (4) years old children. Part of curriculum planning and implementation is reflection, observation and assessment to address the needs of young infants (0 to 9 months), mobile infants (8 to 18 months), toddlers (16 to 36 months) and pre-kinder schoolers (37 to 48 months).

Standards	Competencies
<p>C1. Demonstrates mastery of the developmental domains, standards and indicators, and the content of the curriculum for target/age levels (zero to four)</p>	<p>1.1 Explains essential concepts, content areas or domains in early childhood curriculum</p> <p>1.2 Shows readiness in implementing the intended curriculum which is age-appropriate, informal, and play-based</p> <p>1.3 Sets goals and outcomes for individual children including children with special needs using their developmental level</p> <p>1.4 Defines objectives and developmentally appropriate strategies for individual children including children with special needs using their developmental level</p> <p>1.5 Plans and implements an integrated curriculum that focuses on children's development and interests, using their language, home experiences and cultural values</p> <p>1.6 Implements the intended curriculum for infants, toddlers and pre-K learners in one's locality/community by localization/ contextualization</p> <p>1.7 Adapts/modifies the calendar of activities to meet the needs of each child</p>

	<p>1.8 Utilizes biased-free (gender, culture, religion, etc.) materials, stories, and experiences in all domains/contents</p> <p>1.9 Applies holistic mode of interactive and hands-on/play-based activities with support from parents and community</p> <p>1.10 Provides ample time for manipulation and exploration of materials</p> <p>1.11 Shows consistently positive attitudes and models behavior expected of children rather than just telling or touching his/her hands, clapping, performing the actions, etc.</p> <p>1.12 Designs activities which show interconnectedness by giving opportunities for the children to create, discover and act out with self-confidence</p>
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**Domain D. THE LEARNING ENVIRONMENT AND EXPERIENCES**

The Learning Environment and Experiences as a domain of expected competency of Child Development Teachers and Child Development Workers relates to the knowledge, skills and their dispositions to create a stimulating and safe physical, temporal, and affective environment supportive of children’s holistic development based on the curriculum. This can be done through reflective planning and implementation based on individual child’s needs and capacity to ensure learning opportunities among very young learners.

<b>Standards</b>	<b>Competencies</b>
D1. Establishes a caring and nurturing environment	1.1 Provides space for physical movements, like walking, tiptoeing, jumping and dancing and other play-based activities and areas of interests

Standards	Competencies
	<p>1.2 Designs a responsive, inclusive, and gender-fair environment and makes use of community and indigenous resources where infants /toddlers / pre-K learners initiate and extend learning through play</p> <p>1.3 Creates a learning environment for children that is clean, safe and comfortable, and conducive to developmental activities (e.g. activity/ interest areas)</p> <p>1.4 Provides ample time for manipulation/ hands-on and exploration of materials with support from parents (as needed)</p> <p>1.5 Carries out activities which will provide opportunities for children to practice self-help skills (e.g. washing hands, toileting, eating, putting on socks, etc.)</p> <p>1.6 Utilizes learning centers/interest areas to encourage learning, development of values (e.g. self-worth, self-confidence, independence, good manners and right conduct) and communication (either orally or through gestures)</p> <p>1.7 Implements activities efficiently and with flexibility according to needs</p> <p>    1.7.1 indoor/outdoor activities</p> <p>    1.7.2 quieting time/rest/sleep</p> <p>    1.7.3 mealtime/breast/milk feeding</p> <p>    1.7.4 story telling time, etc.</p>

## Domain E. ASSESSMENT AND REPORTING

Assessment and Reporting domain is related to the critical role on how to assess the individual child's capacity, the process of how each child is learning and the determination of the progress of performance and development of every learner. This includes identification of special needs and referral to proper authority or professionals. Observation is an implicit skill required and reporting is inherently essential to inform curriculum implementation. This competency is deemed as a basic requirement for quality ECE program and is a fundamental domain that has to be developed among the CDTs and CDWs to be competent.

<b>Standards</b>	<b>Competencies</b>
E1. Tracks progress and development of every child aligned to the indicators for specific domain	<p>1.1 Shows mastery in conducting the Early Childhood Care and Development (ECCD) Checklist and other assessment tools in determining the child's development</p> <p>1.2 Observes the children daily in a variety of situations using different techniques (i.e. child health records, running/physical motor records, samples of child's work, etc.)</p> <p>1.3 Evaluates a child's progress or lack thereof using the assessment results</p> <p>1.4 Uses all data of assessment results maximally for decision-making and providing appropriate intervention</p> <p>1.5 Identifies if a child is developing adequately</p> <p>1.6 Describes if a child is at-risk for developmental delay</p>

Standards	Competencies
	<p>1.7 Distinguishes if a child is gifted (gifted if the mental age is above the chronological age or has advanced developmental milestones)</p> <p>1.8 Implements appropriate intervention to enhance growth and development and helps address developmental delays</p> <p>1.9 Seeks expert’s advice about other kinds of tests/ referrals as needed</p> <p>1.10 Demonstrates sensitivity and objectivity as possible in giving the true picture of the growth and development of the whole child i.e. responsible assessment without discrimination and judgment</p> <p>1.11 Produces a portfolio of every child that contains relevant assessment data</p> <p>1.12 Recognizes and makes referrals for suspected developmental delays</p> <p>1.13 Reports the information about the child’s progress and developmental milestones to families and service providers</p>

**Domain F. FAMILY INVOLVEMENT AND COMMUNITY LINKAGES**

Communicating and partnering with families and community as a domain of competency of the Child Development Teachers and Child Development Workers emphasizes the role of building relationships with families, communities, and/or organizations to uphold the conviction that “It takes a village to educate a child”. This process of collaboration and coordination support both parents and teachers in developing the child holistically.

Standards	Competencies
<p>F1. Builds partnerships with families through frequent and effective communication about their child's experiences and development</p>	<p>1.1 Recognizes and respects each child's family as first teacher</p> <p>1.2 Exhibits positive relationship with families and maintains open communication</p> <p>1.3 Involves families and communities in various activities</p> <p>1.4 Partners with parents in monitoring the developmental milestones of the child and implementing interventions</p> <p>1.5 Demonstrates awareness of the community resources and its services to be accessed</p>
<p>F2. Demonstrates mutual and harmonious relationship with families and communities for the holistic development of children</p>	<p>2.1 Makes use of the community facilities especially the parks, playground, nutrition and health centers as laboratory for development and care</p> <p>2.2 Recognizes and appreciates the support of the community resources be it human or material</p> <p>2.3 Involves the community in sharing accountability for the children's development, progress and welfare</p> <p>2.4 Advocates the involvement of parents/ families and community in protecting children from abuse and other man-made hazards</p>

## Domain G. PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT

The personal development component is the willingness of the CDTs and CDWs to be engaged in a continuing learning, or the disposition to demonstrate and practice professional and ethical requirements. This domain includes the educational preparation and training and the physical and mental fitness of the CDTs and CDWs to practice the profession. As they mature in teaching, they take pride and uphold the dignity of being Child Development Teachers and Workers.

Standards	Competencies
G1. Shows initiative and accountability for personal growth and professional development, health and well-being	1.1 Manifests personal qualities such as:  1.1.1 being sensitive to the needs, interests and holistic development of children  1.1.2 being creative, innovative, and resourceful  1.1.3 being patient, flexible and adaptable to change  1.1.4 love and care for the 0-4 young learners  1.1.5 ability to sing, dance, move and tell stories with emotions to promote communication, social, and aesthetic skills  1.2 Communicates well in both oral and written using English and Filipino as well as Mother Tongue in the community center where he/she serves  1.3 Knows by heart and abides by the professional and ethical standards related to early childhood practices

	<p>1.4 Shows willingness to continue learning and upgrade profession in order to better fulfill one's mission as Child Development Teacher (CDT) or Child Development Worker(CDW)</p> <p>1.5 Takes pride in being a Child Development Teacher / Worker</p>
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A summary of the number of standards and competencies for each domain is shown below

<b>Domain</b>	<b>No. of Standards</b>	<b>No. of Competencies</b>
A. Child Growth, Development and Learning	3	11
B. Health, Safety, Nutrition and Well-being	1	11
C. Curriculum	1	12
D. The Learning Environment and Experiences	1	10
E. Assessment and Reporting	1	13
F. Family Involvement and Community Linkages	2	9
G. Personal Growth and Professional Development	1	9
<b>Total</b>	<b>10</b>	<b>75</b>

## ***Intended Users of the Competency Standards***

This document is recommended primarily for all Child Development Teachers and Workers in Child Development Centers/Learning Centers for young children from birth through age four. It could also be used for other service providers like parents, the Barangay Health Workers and the Barangay Nutrition Scholars working with CDTs and CDWs, as well as those professionals engaged in the teacher preparation including the Provincial, City and Municipal Social Welfare and Development Officers. These will guide them on what practitioners and professionals should know and be able to do with very young children in multiple settings.

CDTs and CDWs and other practitioners and professionals working with young children use their knowledge to create environments that facilitate a healthy balance in all areas of development and foster the growth of confident and competent individuals. Recognizing that children are served in a variety of settings, including programs in centers and homes, these standards and competencies are integral parts of the vision and mission of the ECCD programs.

## **PART III**

# **SELF-ASSESSMENT TOOL ON TEACH- ING COMPETENCIES FOR CDTs AND CDWs**

## Description

One of the eight (8) areas included in the Standards and Guidelines for Center-Based Early Childhood Programs for 0-4 Years Old Filipino Children is on Staff Qualifications, Staff Development and Continuing Education. In order to specifically point out the standard requirements and guidelines stated in the area, the Competency Standards for the Child Development Teachers and Workers were developed. These Competency Standards are converted into tasks in the **Self-Assessment Tool on Teaching Competencies for CDTs and CDWs** for ease in administration. This tool consists of the seven core domains and the seventy-five (75) competencies are now called tasks. The tasks focus on what teachers/workers need to know and be able to do in all the seven (7) domains to demonstrate that they are well-rounded and well-prepared to educate and care for young children. The domains and tasks are interrelated and together provide the complete picture of the “whole” professional teacher or worker.

These competencies or tasks are written with the belief that all CDTs and CDWs and other childhood professionals develop skills over time on these tasks. As the teacher or worker becomes accomplished in one task, he/she develops professional goals and plans for skills in the next task level. The levels of competency establish a continuum from readiness skills of a beginner to skills necessary as a practitioner then as a skilled worker who demonstrates expertise in the task.

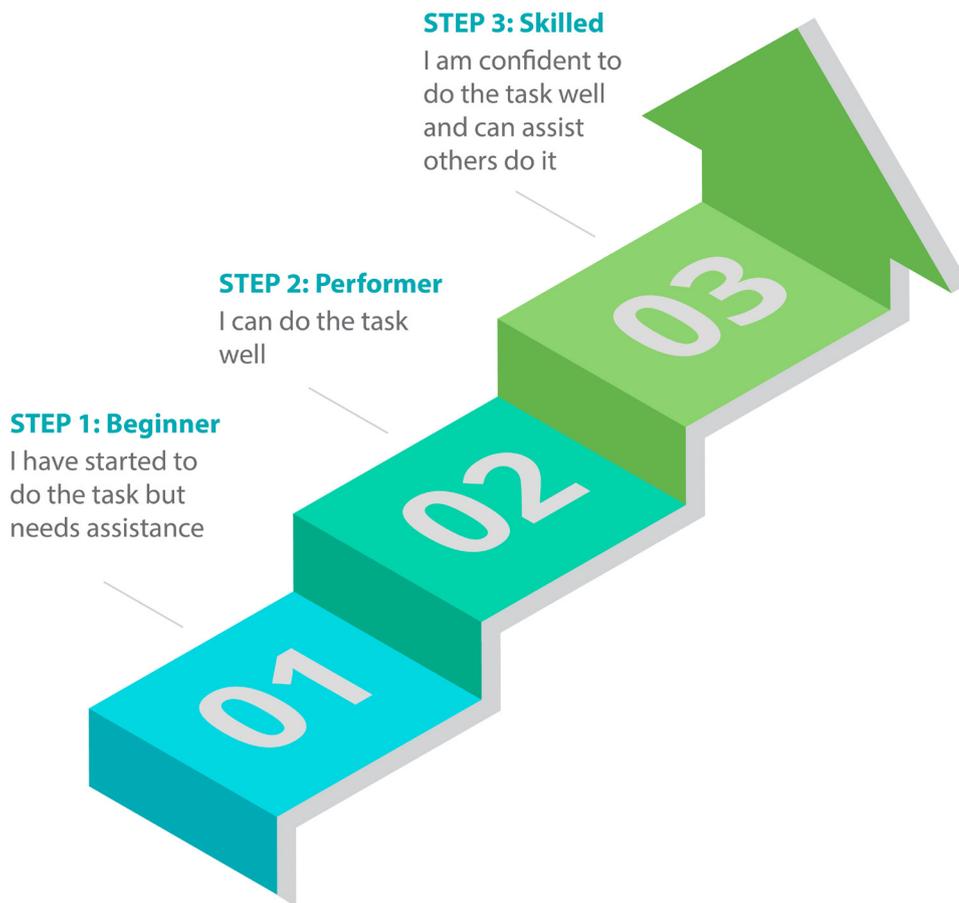
## Objectives

The self-assessment tool provides the CDTs and CDWs with the opportunity to 1) evaluate and chart progress of one's practice in providing integrated services of health, nutrition, early learning and social services, and 2) plan and implement strategies to continuously improve one's practice in integrated services from one level to the next through a combination of training, experience, education, self-reflection and assessment.

On the part of City/Municipal Social Development Officer whose function is to directly supervise the CDTs and CDWs, the results of the self-assessment tool will 1) provide the profile on the professional development needs of all CDTs and CDWs in the different domains or areas; and 2) serve as functional basis in the planning and implementation of appropriate technical assistance to be given to them which will ultimately improve their competencies in delivering quality services to the young children.

## Levels of Competencies

The following is a diagram of the Levels of Competencies that a CDT or CDW can determine after rating himself/herself or reflecting on his/her ECCD teaching practice using the Self-Assessment Tool.



**LEVEL 1: Beginner** connotes readiness with assistance in performing his/her tasks as CDT or CDW; **LEVEL 2: Performer** shows that the CDT or CDW practices or performs the tasks well; and **LEVEL 3: Skilled** is the highest level in which the CDT or CDW demonstrates confidence in the knowledge, skills and attitudes he/she practices in the tasks and can assist others through his/her expertise.

## How to Use the Self-Assessment Tool

1. The CDT or CDW will read thoroughly the Directions provided in the Self-Assessment

Tool.

2. He/She will study each Domain and the Tasks indicated then reflect on his/her level of practice in providing integrated services of health, nutrition, early learning and social services.

3. Based on his/her level of practice, he/she rates himself or herself by checking (/) the appropriate column which is describes as follows:

(1) I have started to do the task but with assistance

(2) I can do the task well

(3) I am confident to do the task and can assist others do it

He/She will start from Domain A to Domain G.

4. After rating the tasks in each domain, the CDT/CDW will count the total number of checks (/) for each column and will write the number in the space provided for the Total Number of Tasks.

5. After all the tasks in the seven domains are rated, the CDT/CDW will fill up the Summary Rating. This Summary Rating will provide the CDT or CDW the total picture of how he/she performs the tasks/competencies in the different domains and the priority tasks he/she needs to practice well. Then he/she will write his/her name and affix his/her signature under the phrase: Accomplished by: He/She will also write the Date when he/she completed the Self-Assessment Tool.

6. The CDT/CDW will provide the City/Municipal Social Welfare Officer a copy of the accomplished Self-Assessment Tool.

## **Self-Assessment Tool on Teaching Competencies**

Directions: Reflect on the Domains and Tasks based on the integrated services that you practice as a CDT/CDW in the Child Development Center/Learning Center. Then rate yourself by checking the appropriate column that describes your practices.

**DOMAIN A: Child Growth, Development and Learning**

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
1. Explains the different developmental domains			
2. Describes the different developmental characteristics of a child			
3. Recognizes that a child develops along a continuum that is unique to each individual			
4. Articulates that development is continuous and generally sequential			
5. Applies knowledge of child development and learning in determining children at-risk for delays			
6. Employs principles of child growth and development			
7. Uses play as a vehicle for learning the physical, cognitive, language, socio-emotional, and creative and aesthetic domains			
8. Responds to the needs of a child based on his/her developmental characteristics			
9. Recognizes that learning advances when a child is challenged to achieve at a level just beyond his/her current mastery and also when he/she has many opportunities to practice newly acquired skills			

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
10. Demonstrates understanding of child's background			
11. Accepts each child as a unique individual, including his/her diverse linguistic, cultural and social backgrounds			
<b>Total</b>			

<b>DOMAIN B: Health, Safety, Nutrition and Well-being</b>			
TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
1. Organizes an up to date health record and history of each child			
2. Uses nutritional status, log of injuries/ illness and medication (if ever) as intervention/s			
3. Practices a daily health check			
4. Keeps a pleasant, clean and safe environment			

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
5. Shows alertness to refer infants and toddlers for other health and nutrition services such as vaccine, oral health care and micronutrient Supplementation			
6. Demonstrates the know-how of basic and first aid as well as preparedness in case of disaster/any emergency			
7. Uses a first aid kit and contacts appropriate person in case of emergency			
8. Shows interest and safety of 0 to 4-year old children in engaging them to various indoor/outdoor activities			
9. Implements policies and regulations regarding health and safety			
10. Demonstrates healthy and proper eating habits			
11. Demonstrates calmness in any circumstances so as not to cause panic and insecurity among 0 to 4-year old children			
<b>Total</b>			

### DOMAIN C: Curriculum

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
1. Explains essential concepts, content areas or domains in early childhood curriculum			
2. Shows readiness in implementing the intended curriculum which is age-appropriate, informal, and play-based.			
3. Sets goals and outcomes for individual children including children with special needs using their developmental level			
4. Defines objectives and developmentally appropriate strategies for individual children including children with special needs using their developmental level			
5. Plans and implements an integrated curriculum that focuses on children's development and interests, using their language, home experiences and cultural values			
6. Implements the intended curriculum or infants, toddlers and pre-K learners in one's locality/community localization/ contextualization			
7. Adapts/modifies the calendar of activities to meet the needs of each child			
8. Utilizes biased-free (gender, culture, religion, etc.) materials, stories, and experiences in all domains/content			

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
9. Applies holistic mode of interactive and hands-on/play-based activities with support from parents and community			
10. Provides ample time for manipulation and exploration of materials			
11. Shows consistently positive attitudes and models behavior expected of children rather than just telling or touching his/her hands, clapping, performing the actions, etc.			
12. Designs activities which show interconnectedness by giving opportunities for the children to create, discover and act out with self-confidence			
<b>Total</b>			

**DOMAIN D: The Learning Environment and Experiences**

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
1. Provides space for physical movements, like walking, tiptoeing, jumping and dancing and other play-based activities and -areas of interests			

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
2. Designs a responsive, inclusive, and gender-fair environment and makes use of community and indigenous resources where infants /toddlers / pre-K learners initiate and extend learning through play			
3. Creates a learning environment for children that is clean, safe and comfortable, and conducive to developmental activities (e.g. activity/ interest areas)			
4. Provides ample time for manipulation/ hands-on and exploration of materials with support from parents (as needed)			
5. Carries out activities which will provide opportunities for children to practice self-help skills (e.g. washing hands, toileting, eating, putting on socks, etc.)			
6. Utilizes learning centers/interest areas to encourage learning, development of values (e.g. self-worth, self-confidence, independence, good manners and right conduct) and communication (either orally or through gestures)			
7. Implements activities efficiently and with flexibility according to needs...  - indoor/outdoor activities			

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
- quieting time/rest/sleep			
- mealtime/breast/milk feeding			
- story telling time, etc.			
Total			

### DOMAIN E. Assessment and Reporting

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
1. Shows mastery in conducting the Early Childhood Care and Development (ECCD) Checklist and other assessment tools in determining the child's development			
2. Observes the children daily in a variety of situations using different techniques (i.e. child health records, running/physical motor records, samples of child's work, etc.)			
3. Evaluates a child's progress or lack thereof using the assessment results			

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
4. Interprets and uses all data of assessment results maximally for decision-making and providing appropriate intervention			
5. Identifies if a child is developing adequately			
6. Describes if a child is at-risk for developmental delay			
7. Distinguishes if a child is gifted (gifted if the mental age is above the chronological age or has advanced developmental milestones)			
8. Implements appropriate intervention to enhance growth and development and helps address developmental delays			
9. Seeks expert's advice about other kinds of tests/ referrals as needed			
10. Demonstrates sensitivity and objectivity as possible in giving the true picture of the growth and development of the whole child i.e. responsible assessment without discrimination and judgment			
11. Produces portfolio of every child that contains relevant assessment data			

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
12. Recognizes and makes referrals for suspected developmental delays			
13. Reports the information about the child's progress and developmental milestones to families and service providers			
Total			

**DOMAIN F: Family Involvement and Community Linkages**

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
1. Recognizes and respects each child's family as first teacher			
2. Exhibits positive relationship with families and maintains open communication			
3. Involves families and communities in various activities			
4. Partners with parents in monitoring the developmental milestones of the child and implementing interventions			
5. Demonstrates awareness of the community resources and its services to be accessed			

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
6. Makes use of the community facilities especially the parks, playground, nutrition/health and nutrition centers as laboratory for development and care			
7. Recognizes and appreciates the support of the community resources be it human or material			
8. Involves community in sharing accountability for the children's development, progress and welfare			
9. Advocates in the involvement of parents/families and community in protecting children from abuse and other man-made hazards			
Total			

### DOMIAN G: Personal Growth and Professional Development

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
Manifests personal qualities such as: 1. being sensitive to the needs, interests and holistic development of children			

TASKS	I have started to do the task but with assistance (1)	I can do the task well (2)	I am confident to do the task and can assist others do it (3)
2. being creative, innovative, and resourceful			
3. being patient, flexible and adaptable to change			
4. love and care for infants and toddlers			
5. ability to sing, dance, move and tell stories with emotions to promote communication, social, and aesthetic skills			
6. Communicates well in both oral and written using English and Filipino as well as Mother Tongue in the community center he/she serves			
7. Knows by heart and abides by the professional and ethical standards related to early childhood practices			
8. Shows willingness to continue learning and upgrade profession in order to better fulfill one's mission as Child Development Teacher (CDT) or Child Development Worker(CDW)			
9. Takes pride in being a Child Development Teacher / Worker			
Total			

<b>Summary Rating</b>			
Domains and No. of Tasks	I can ... with assistance (1)	I can do it very well (2)	I am confident ... help others... (3)
A. Child Growth, Development and Learning (11)			
B. Health, Nutrition, Safety and Well-Being (11)			
C. Curriculum (12)			
D. Learning Environment and Experiences (10)			
E. Assessment and Reporting (13)			
F. Family Involvement and Community Linkages (9)			
G. Personal and Professional Development (9)			
Total Number of Tasks (75)			

Accomplished by:

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_



**PART IV**

**TECHNICAL ASSISTANCE**

## Definitions and Purposes

Technical assistance (TA) is anchored on the belief that each organization is responsible for its own growth and development. It is aligned with the organization's vision, mission and organization's needs. It is an ongoing, systematic and interactive process that is designed to achieve results. It is the provision of targeted and customized supports by professionals with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. It is any form of professional help, guidance or support for others to be more effective in the performance of the functions.

It is conducted to 1) help solve problems, 2) improve performance, 3) get results, and 4) gather data to inform policy formulation.

## Technical Assistance Through Training

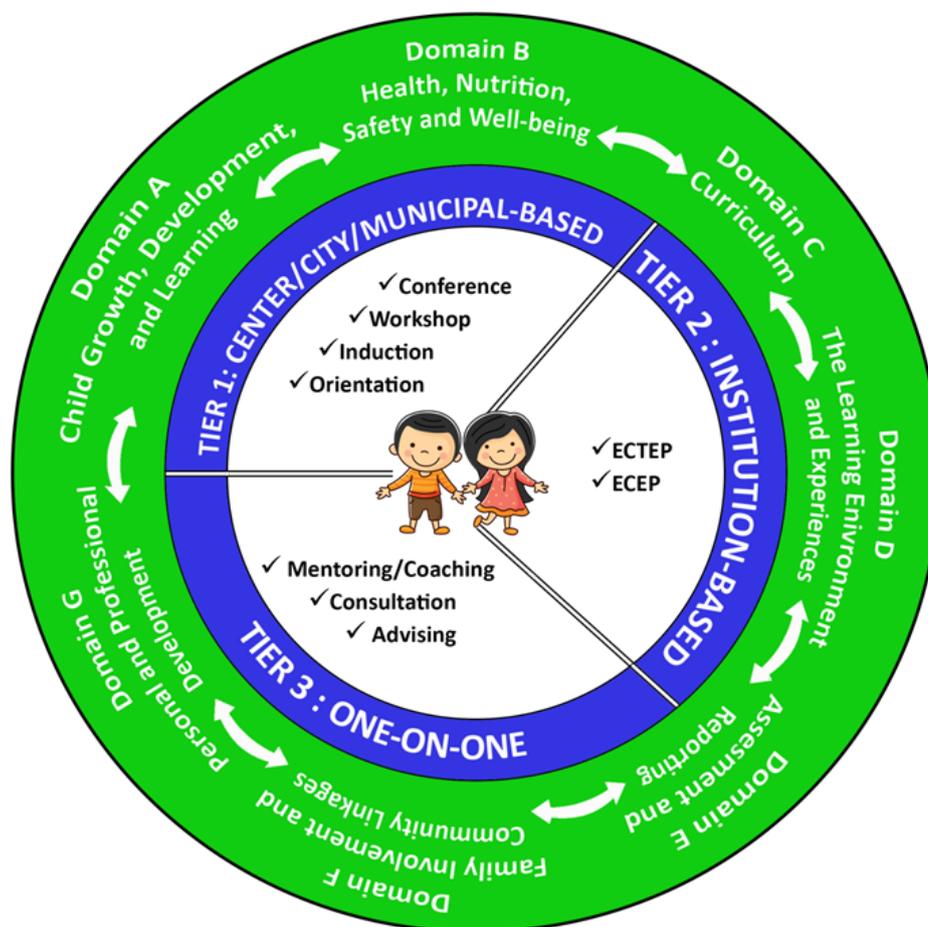
The provision of technical assistance generally involves training. Training is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill. It is comprised of learning a set of skills or predictable actions or behavior. Training is teaching and providing learning opportunities to build skills and knowledge based on specific, well-defined objectives.

Training generally aims at improving the current job performance of an individual or preparing an individual for potential job or role. Its specific purposes are to: 1) provide the ability to undertake a task or job; 2) improve productivity and workforce flexibility; and 3) develop the capability of the workforce.

Training is delivered through mixed approaches. It could be short-term or long-term process. It could be a prescribed or customized training in a Teacher Training Institution (TEI). It could be delivered in small or large group settings: seminars, workshops, conferences organized by an Office, government or non-government which could be at national, regional or city/municipality level. It could be face-to-face on-site through one-on-one mentoring, coaching, consultation, advising, and peer-to-peer.

## Training Framework

Below is an schematic diagram of a Training Framework which is being implemented by the ECCD Council Secretariat and/or its partner, the Local Government Units specifically, the Provincial/ City/Municipal Social Welfare and Development Office.



## TRAINING FRAMEWORK

The training framework will support the professional development of each CDT or CDW to continuously improve his/her competence or practice as an effective provider of integrated services in health, nutrition, early learning and social services. This will be done via competency-based and needs-based transformation training anchored on the results of the self-assessment.

This is essential for the Child Development Centers/Learning Centers getting ready to apply and implement the Standards and Guidelines set forth by the ECCD Council (2015) for registration, the granting of permit and recognition, and accreditation.

The interconnectedness of the seven (7) domains and training can be clearly seen in the design/structure shown above. The design is made up of three (3) layers. At the outer or third layer are the seven (7) **Domains**: A) Child Growth, Development and Learning; B) Health, Nutrition, Safety and Well-being; C) Curriculum; D) Learning Environment and Experiences; E) Assessment and Reporting; F) Family Involvement and Community Linkages; and G) Personal and Professional Development. Its standards and competencies/tasks are the bases for the course content and strategies that will be packaged for different training tiers. The arrows imply that all domains could be taught and practiced in an integrated scheme.

The second layer is subdivided into three (3) **Tiers** showing the types of training: Tier 1 is center/city/municipal/provincial-based; Tier 2 is institution-based and Tier 3 is one-on-one engagement.

The first layer indicates the **Schemes** used in the types of training. For Tier 1, conferences, seminars, workshops, induction, orientation or a combination of these can be organized at the center, city, municipal or provincial level for the CDTs, CDWs and may include other service providers working or supporting the CDTs or CDWs. These could be sponsored by the ECCD Council and/or the LGUs.

Tier 2 is the on-going Early Childhood Teacher Education Program (ECTEP) and Early Childhood Education Program (ECEP) offered by the ECCD Council in collaboration with Teacher Training Institutions which are considered as Centers of Excellence by the Commission on Higher Education (CHED). Both are customized trainings that offer 18 units under the Master of Arts in Early Childhood Education. While ECTEP is packaged for the CDTs in the National Child Development Centers, ECEP is intended for the CDWs in Child Development Centers who later can be converted to CDTs. The conduct of the training program is done by the institution chosen by the ECCD Council Secretariat upon completion of the requirements of the ECCD Council and the TEIs. Since 2013 to present, the Teacher Training Institutions (TEIs) involved are the Philippine Normal University-Manila, Mariano Marcos State University-Laoag City Campus, Pangasinan State University - Bayambang Campus, Cebu Normal University, Iloilo State University, Leyte State University and University of Southeastern Philippines-Davao City. In the future, the Local Government Units could enroll their CDWs in these institutions to upgrade their capability or practice in delivering the integrated services to young children.

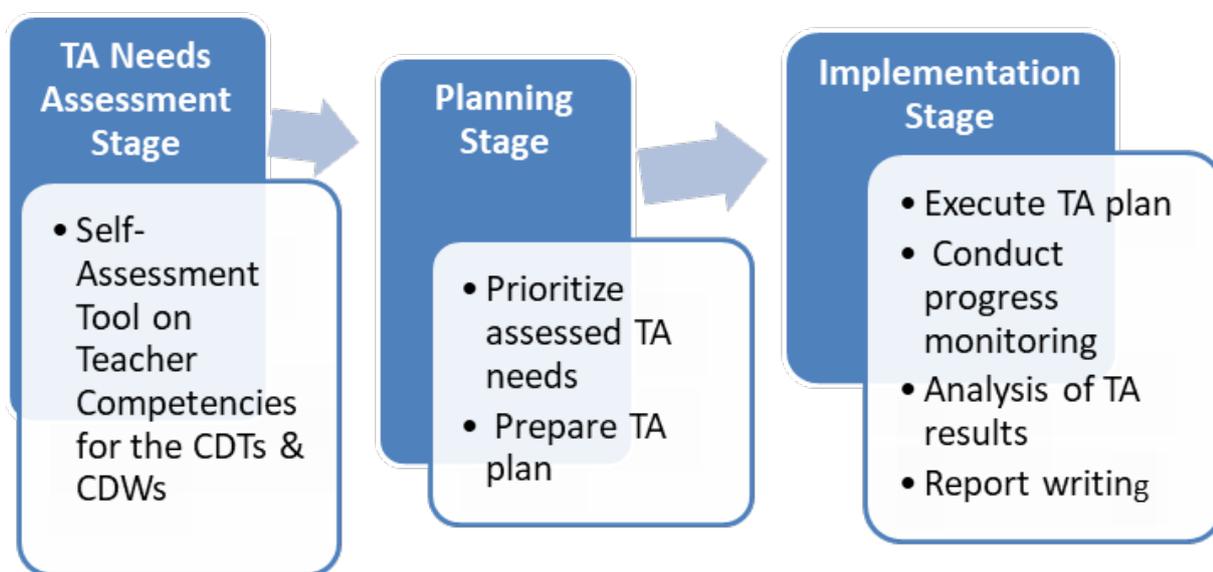
Tier 3 which is one-on-one training involves mentoring/coaching, consultation and advising. Mentoring or coaching is working in collaboration with an individual to develop specific skills that improve work performance. Consulting is working in collaboration with a person on issues or needs. Advising is providing guidance and advice for the purpose of professional growth. These are usually done by the C/MSWDOs in a face-to-face situation to ensure that they could

have quality interactions or engagement with the CDTs or CDWs in the discussion of contents or knowledge to be learned and in the application of skills and proper attitudes in their tasks at the CDCs.

Arrows pointing to middle circle show that all these types of training and their schemes contribute to the holistic development of the child.

## Technical Assistance Mechanism Flow

In the implementation of technical assistance there are stages to be followed as presented below.



Stage 1 is the Technical Assistance Needs Assessment. The Self-Assessment Tool on Teacher Competencies should be completed by the CDTs or CDWs to formally and systematically identify the needs related to his/her practice in delivering the integrated services to the young children. A copy of the completed form has to be submitted to the City/Municipal Social Welfare and Development Officer as reference in planning the provision of technical assistance.

Stage 2 is the Planning Stage. The C/MSWDO has to study the results of the Self-Assessment Tool for each teacher and identify the priority needs. Priorities can be established for each CDT or CDW per domain and the TA plan may address individual training. This is where mentoring or coaching, consultation and advising could be implemented. If there are CDTs who have mastered the contents or strategies needed, then a peer-to-peer training could be recommended.

When priority or the same needs of CDTs or CDWs are consolidated in each of the seven domains, the TA Plan could be in small or large group training.

Whatever types of training are used in the TA Plan, the C/MSWDO could use a form to write a plan. Below is a suggested format.

**TECHNICAL ASSISTANCE ON TEACHER COMPETENCIES FOR CDTs/CDWs  
CY 2017-2018 (2 calendar years)**

City/Municipality: \_\_\_\_\_

Objectives:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Strategic Activities	Support Needed	Persons Involved	Time Frame	Expected Outputs

**Objectives** are identified based on the results of the self-assessment on teacher competencies completed by the CDTs and CDWs and these should be written following the SMART criteria: S for specific, M for measurable, A for attainable, R for relevant and T for time-bound.

**Strategic Activities** are the action steps that the C/MSWDO has identified to address the training needs or carry out the objectives set.

**Support Needed** refers to resources which could be human, material, funds involved in each activity.

**Persons Involved** are the implementors and recipients of the activities as well as those identified to provide support in the implementation of the activities.

**Time Frame** is the schedule for the implementation of each of the activities.

**Expected Outputs** are identified in terms of the number of recipients or services to be offered and the quality of the services to be received by the recipients

Stage 3 is the Implementation Stage that involves four (4) steps which are: 3.1 Execute TA plan, 3.2 Conduct progress monitoring of the training recipients, 3.3 Analysis of TA results and 3.4 Report writing.

In the execution of the TA plan, the C/MSWDO should ensure that all requirements for the execution of the strategic activities in terms of support needed and persons involved are met. During or after the execution of the different activities, it is necessary that progress monitoring should be conducted by the designated person (C/MSWDO or staff) who is aware of the objectives of the training and the monitoring process including the form(s) to be accomplished. The data or information are gathered in the 1) actual training and 2) in the application of knowledge and skills learned which are the practices of the recipients (CDTs & CDWs) in the learning environment. Once results are gathered, analysis should be made whether the trainings or other technical assistance provided achieved the objectives set and have positive effects on the integrated practices being undertaken by the CDTs and CDWs to their learners. All of these information should be contained in a Report on the Implementation of Technical Assistance (SY \_\_\_\_\_).



# **GLOSSARY**

**Competencies** are the integrated knowledge, skills, attitudes or values that the Child Development Teacher (CDT), Child Development Worker (CDW) or any service provider needs to know and be able to do, to demonstrate that they are well-rounded and well-prepared to educate and care for young children.

**Child Development Teacher/Worker** is the person who is designated to provide the integrated services of health, nutrition, early learning and social services in Child Development Centers where the 0 to 4 years old children are enrolled.

**Domain** is defined as distinctive sphere of the teaching learning process and also a well- defined arena for demonstrating positive teacher practices

**Early Childhood Care and Development** refers to the full range of health, nutrition early Education and social services development programs that provides for the basic holistic needs of children from 0 4 and to promote that optimum growth and development.

**Provincial/Municipal Social Welfare and Development Officers (P/MSWDO)** one who takes charge of the Office on social welfare and development service. One of his/her roles is to assist the governor or mayor as the case maybe in implementing the barangay level program for the total development and protection of children up to six years of age

**Standards** are statements that describe the knowledge, skills, and values that characterize good teaching practice or effective teaching which are the bases for the competencies.

**Technical Assistance** is any form of professional help, guidance or support for others to be more effective in the performance of the functions.



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# **ANNEX 1**

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