

ANNUAL REPORT FY2019

We  
are  
ONE.



**niec**  
NATIONAL INSTITUTE OF  
EARLY CHILDHOOD DEVELOPMENT



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# 1

# Chairman's Statement



**G**lobally, the early childhood (EC) sector is an important priority for many governments. Research has shown that giving every child access to quality care and education has a positive effect on children's early brain development, holistic growth and learning potential, giving them a good start, which they can build on and flourish later in their lives. The benefit is especially impactful for children growing up in vulnerable families and disadvantaged homes.

Before the establishment of the **National Institute of Early Childhood Development (NIEC)**, there was no single provider with a national ambit to provide unified pre-service training and to systemically drive continuing professional development for EC educators. To address this, Singapore's Prime Minister, Mr Lee Hsien Loong, announced during his National Day rally speech in 2017, the set-up of NIEC, to boost the quality of EC education in Singapore. The establishment of NIEC is one of several efforts by the Singapore Government to enhance the preschool sector and give young children in Singapore a good start. The Government's investment in the EC sector is set to double to more than S\$2 billion per year within the next few years, up from the S\$1 billion spent in 2018.

Since the incorporation of NIEC in March 2018, the Management team has worked to ensure a smooth transition and strong foundation for the new entity, which was formed by bringing together the EC courses previously conducted by the Institute of Technical Education (ITE), Ngee Ann Polytechnic (NP), Temasek Polytechnic (TP) and NTUC's SEED Institute (SEED). Between 2018 and 2019, key governance frameworks, systems and processes were established, and students and staff brought under the common umbrella of NIEC. In 2019, with the transition completed, NIEC also reviewed and harmonised the curriculum for the diploma courses for the new intakes and added new certificate-level courses on teaching mother tongue languages to preschoolers in response to industry needs.

NIEC's current distributed campus model<sup>1</sup> benefits its Pre-Employment Training (PET) students, who enjoy dual identity as students of both NIEC and those of ITE, NP and TP respectively. This enables them to have a more holistic education where they can take general non-EC modules, participate fully in campus life and enjoy student support services and activities alongside peers who are taking other non-EC diploma courses. And as part of a larger EC fraternity, these students will also be able to attend courses and activities from other campuses. NIEC also offers a diverse range of Continuing Education Training (CET) courses, supporting the lifelong learning of the EC fraternity, and giving them a platform to connect and network with one another. I sincerely hope that NIEC will be a beacon to all EC educators, instilling in them a strong professional pride.

In the coming years, NIEC will continue to work closely with the Early Childhood Development Agency (ECDA) and preschool operators to ensure currency and relevance of our courses. Curriculum will be regularly reviewed and updated in tandem with evolving roles in the EC sector. We will support ECDA's work to uplift the EC sector through strategic professional course offerings, and to build up NIEC's expertise and capabilities in tandem. Our aspiration is for our graduates to be reflective practitioners who have the knowledge and pedagogical skills to stimulate

in children, a curiosity and enthusiasm for learning, and to imbibe in them values and learning dispositions for a strong start in life.

As the national institute for early childhood training, NIEC will also invest in translational, practice-informed research and keep abreast of latest trends and developments in EC training and practices, in line with its vision to be ***"the leading institute for early childhood educators - inspiring excellence in practice"***.

I am confident that NIEC will continue to rise to the challenge as the national training institute for EC educators and contribute significantly to the capability building for the sector. I would like to thank the NIEC Board members and Management for their commitment and contributions in establishing NIEC's strong fundamentals to enable it to grow and make its mark as an integral player in the EC sector.



**Ms Lai Wei Lin**  
*Chairman, NIEC Board*



<sup>1</sup> Namely NIEC (City), NIEC (ITE), NIEC (NP), and NIEC (TP) campuses



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Message from  
**Director, NIEC**



## UR START-UP YEAR

FY2019 marks the first full year of operations for NIEC. Established through the consolidation of EC

training offered by ITE, NP, TP, and SEED, the set-up of NIEC is a milestone to raise the training quality of EC educators, and hence the quality of care and education of young children in Singapore. Since we started full operations from 1 January 2019, there was much work done. We forged ahead to deliver NIEC's mission which is **to develop early childhood educators to nurture, inspire, educate and care for every child**. We set our focus to "Steady Our Operations" to rally staff together, and ensure smooth services to students and stakeholders from day one.

Our first key challenge was to build an NIEC family, for all staff to come together as "One NIEC" – whether they were transferred from the four institutions, or those who were directly hired or seconded from other agencies. As at 31 March 2020, NIEC's manpower was 196 with staff deployed across three key functional groups namely the Academic Group, the Corporate Group and the four teaching campuses of NIEC (City), NIEC (ITE), NIEC (NP), and NIEC (TP). It was heartening to see the collaboration and commitment of my team in working across NIEC HQ and the teaching campuses to deliver

quality courses and corporate services for the benefit of our students and stakeholders.

NIEC also set clear strategic thrusts to Deliver Quality Courses, Partner Customers and Stakeholders, Build our People and Strengthen Critical Enablers. On the latter, we established key governance frameworks for information technology, finance, human resource, marketing and communications as well as to uphold academic/professional quality. These critical enablers provided the infrastructure for implementation of robust systems and efficient processes.

## OFFERING A SUITE OF COURSES FOR EC EDUCATORS

NIEC's courses include PET, CET and Continuing Professional Development (CPD) courses for EC educators. Our full-qualification courses are recognised by ECDA for EC educator registration for various job levels ranging from educators to preschool teachers and centre leaders.

One key highlight of FY2019 was the harmonisation and enhancement of the professional diploma, the requisite professional qualification to practise as L2<sup>1</sup> preschool teachers. This ensured consistent curriculum coverage and professional standards of our diploma courses conducted across NIEC's campuses, hence uplifting foundational teacher training quality. We will continue to review and refine the contents of the harmonised diploma following feedback from our faculty and students over one year of roll-out. As part of the ongoing work to ensure currency and relevance of our

<sup>1</sup> L2 preschool teachers may be deployed to Kindergarten, Nursery, Pre-Nursery and Playgroup (for children aged 18 months to 6 years old).

courses, NIEC will also start on the review of our certificate courses, with feedback from ECDA and the industry.

## EC STUDENT INTAKES

In FY2019, there were 60 intakes comprising 2,530 new students for our full-qualification courses. Out of the 60 intakes, 4 were for 860 PET students, while 56 course runs were for 1,670 CET students. In addition, NIEC conducted 90 runs comprising 57 CPD courses for 2,370 students to upgrade and deepen the professional expertise of in-service EC educators.

NIEC's PET students enjoy the unique status of a dual identity – being students of both their post-secondary educational institution (PSEI) and NIEC, taking both early childhood and PSEI-core modules in their course of study with opportunities for cross-campus learning. For CET and CPD students, NIEC will build our understanding of the diversity of learner profiles and their varied preferences for course modalities, to better shape our courses to support their learning needs. We deliver our courses with practical applications in mind, and will continue to seek ground feedback to ensure the industry relevance of our courses.

In May 2019, around 660 full-time PET graduates, who were both students of NIEC and NP/TP/ITE respectively, had their Graduation Ceremony alongside their non-EC peers from other courses at the Institutes of Higher Learning (IHLs). In July 2019, NIEC held the inaugural Graduation Ceremony for around 500 CET graduates. So in our first six months of operations, NIEC had already graduated about 1,160 early childhood students across a variety of courses.

## MAKING A DIFFERENCE TO THE EC SECTOR

To uplift the EC sector, NIEC is deepening our faculty expertise in specific EC specialisations relevant to Singapore's context, and developing new courses that will strengthen the knowledge and skillset of EC professionals. Based on ground sensing and feedback gathered through engagement with various key stakeholders over time, the six strategic areas of focus in EC training are Inclusive Practices, Mother Tongue

Languages, Outdoor Learning, Birth-to-Three (i.e. infant/toddler care), Sectoral Leadership and Personal Mastery. NIEC is taking stock of our staff strengths and has started pacing the capability building of our faculty in these areas.

As the national EC training institute, NIEC will leverage research on EC training and practices to enhance our training system, curriculum and outcomes. We will harness the close nexus between training, research and practice to increase the utility of research findings relevant to our local context. These will be incorporated into our training to positively impact ground practices. We will also keep abreast of international best practices and trends as these insights can improve local practices. In addition, we will tap on the extensive international networks of EC experts of the Ministry of Education (MOE), the National Institute of Education (NIE), Singapore University of Social Sciences (SUSS) and ECDA, among others, to engage in professional exchanges.

## CONCLUSION

In closing, I would like to express my appreciation to all NIEC staff, the NIEC Board, our partners and stakeholders, including students and alumni for their contributions to NIEC, and for believing in our mission and vision. If FY2019's focus was to "Steady Our Operations", in the year ahead, NIEC will focus on "Steering for the Long Haul", building upon the foundations set in FY2019 by deepening staff expertise, expanding course offerings, building strategic partnerships and strengthening systems and processes.

My team and I are humbled by the challenges of creating a new organisation yet excited by the tremendous possibilities of this pioneering NIEC journey. We are indeed privileged to be part of the Singapore story to uplift the quality of early childhood care and education for all children.



**Mrs Loke-Yeo Teck Yong**

*Director  
National Institute of Early Childhood Development*





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About  
NIEC

# MISSION, VISION AND VALUES



**N**IEC's mandate is to provide high-quality training for the preschool sector in Singapore. This is part of ongoing efforts of the Government to enhance EC care and education by raising the quality of training and professional development of EC educators.

NIEC aspires to be a vital partner to the wider EC fraternity as we work together with educators to nurture, inspire, educate and care for every child in Singapore. Since set-up, every effort is made to ensure that NIEC is sustainable and well managed and there are checks in place to track NIEC's performance.



# BOARD OF DIRECTORS

The NIEC Board, appointed by MOE, has the responsibility of ensuring that NIEC is governed and managed responsibly and prudently to achieve organisational effectiveness and sustainability. Details of NIEC's Corporate Governance are shown in Chapter 8.



**Ms Lai Wei Lin**  
*Chairman  
Second Permanent Secretary,  
Ministry of Education*



**Professor Christine Goh**  
*Director,  
National Institute of Education*



**Mrs Loke-Yeo Teck Yong**  
*Director, National Institute of  
Early Childhood Development*



**Ms Chan Yen San**  
*Partner, KPMG LLP*



**Mr Peter Lam**  
*Principal & CEO,  
Temasek Polytechnic*



**Mr Clarence Ti**  
*Principal,  
Ngee Ann Polytechnic*



**Ms Low Khah Gek**  
*Chief Executive Officer,  
Institute of Technical Education*



**Dr Christine Chen**  
*Founder and President, Association  
for Early Childhood Educators*



**Professor Ho Lai Yun**  
*Emeritus Consultant,  
Singapore General Hospital*



**Ms Melissa Khoo**  
*Deputy Secretary (Policy),  
Ministry of Education*



**Ms Zaiton Mohd Ali**  
*Executive Principal and Head,  
Iyad Perdaus Child Development*



**Dr May See**  
*Senior General Manager,  
MY World Preschool Ltd*



**Professor Kam Chan Hin**  
*Deputy Provost (Education),  
Nanyang Technological University*

# MANAGEMENT TEAM



**Mrs Loke-Yeo Teck Yong**  
*Director*



**Ms Yin Tong**  
*Divisional Director,  
Corporate Development*



**Mr Ang Teck Hua**  
*Dean,  
Academic & Student  
Management*



**Dr Lucy Quek**  
*Dean,  
Curriculum & Programmes  
Campus Head, NIEC (NP)*



**Dr Ho Yin Fong**  
*Dean,  
Faculty & Leadership  
Development  
Campus Head, NIEC (City)*



**Ms Dorcas Tang**  
*Campus Head,  
NIEC (ITE)*



**Dr Winston Ang**  
*Campus Head,  
NIEC (TP)*



**Ms Wong Mun Ee**  
*Head,  
Finance & Administration*



**Ms Rosewati Sukiman**  
*Head,  
Human Resource*



**Mr Lai Garluck**  
*Head,  
Information Technology*



**Ms Lim Ping Ping**  
*Head,  
Marketing & Communications*

The NIEC Management team is responsible for the implementation of NIEC's programmes and delivery of performance objectives. Director, NIEC helms the organisation with the support of Divisional Director, Corporate Development who oversees the key corporate functions of Information Technology (IT), Human Resource (HR), Finance & Administration (F&A), Marketing & Communications (M&C) and Strategic Planning & Organisational Excellence (SPOE) which are

each led by a Head/Assistant Head. The professional divisions in the areas of Faculty & Leadership Development (FLD), Curriculum & Programmes (C&P) and Academic & Student Management (ASM) are each led by a Dean who reports to Director, NIEC. Each of the NIEC campuses is also led by their respective Campus Heads, who oversee their campus-based teams of faculty and ensure effective day-to-day course delivery at the various locations.

# SETTING STRATEGIC DIRECTIONS

NIEC developed a strategy map to chart our directions for the years ahead. The strategy map encapsulates four strategic thrusts to Deliver Quality Courses, Partner Customers and Stakeholders, Build our People, and Strengthen Critical Enablers. The strategic thrusts are underpinned by our NIEC values. This ensures staff ownership in steering NIEC on the right

course to achieve our strategic objectives. The strategic thrusts also guide NIEC's Divisions and Campuses to develop workplans which collectively contribute towards the realisation of organisational goals. In the chapters to come, we share with you the key milestones, outcomes and achievements accomplished in FY2019 under each strategic thrust.

The strategic thrusts are summarised as follows:







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# Delivering

Quality Courses



**T**he EC sector requires quality professionals to deliver good child outcomes in Singapore. With NIEC's mission to develop early childhood educators to nurture, inspire, educate and care for every child, the strategic thrust of "Delivering Quality Courses" is critical. Thus, strategic initiatives and workplans were implemented to strengthen curriculum, develop industry-relevant content, ensure quality teaching and train staff in pedagogy.

## NIEC COURSE OFFERINGS

At set-up, NIEC took over 25 PET and CET EC full qualification courses, at certificate-level, diploma-level and advanced/specialist diploma-level, previously offered under ITE, NP, TP and SEED. Course offerings include foundational training for beginning teachers and educators, and specialist training for in-service educators in early childhood learning support, special needs, and leadership. NIEC also took over a wide range of CPD courses for in-service educators to strengthen their competencies in teacher-child interactions, classroom management, personal mastery, leadership and mentoring, among others.

## STUDENT ENROLMENT

In the Academic Year 2019, the total enrolment for PET and CET students was about 4,200. In addition, there were about 2,500 students enrolled for CPD as well as skills-based modular courses.

## STRENGTHENING NIEC'S CURRICULUM - THE HARMONISED DIPLOMA

With NIEC's multiple-campus operating model where similar courses are conducted at more than one campus, a harmonised curriculum for such courses is important to ensure consistency in the training quality, content and assessment. This will allow NIEC to equip students across the various campuses with consistent professional competencies and standards upon graduation in

line with ECDA's requirements to practise as early childhood educators in Singapore.

NIEC focused on developing a harmonised curriculum for our pre-service diplomas. In the process, we scanned coverage of EC training of other countries, reviewed materials of existing diploma courses and took into consideration the requisite professional knowledge and skills to be competent preschool teachers in the Singapore context.

The harmonisation of NIEC's diploma courses was carried out for EC core modules across PET and CET diplomas offered at NIEC (NP), NIEC (TP) and NIEC (City) campuses. The course contents were harmonised to one PET diploma course - the Diploma in Early Childhood Development and Education (ECDE), and one CET diploma course - the Diploma in Early Childhood Care and Education - Teaching (DECCE-T) [and an accelerated version, DECCE-T (Conversion)]. All harmonised EC diploma courses adopted the same learning outcomes and professional standards. NIEC's harmonised diploma courses (both PET and CET) were recognised by ECDA for L2 preschool teacher registration. The first diploma course using the harmonised curriculum was rolled out in February 2019.

For the ECDE, while the content of EC core modules was harmonised, we offer varied option tracks in Visual Arts at NIEC (TP) campus and Early Intervention at NIEC (NP) campus to enable students to further pursue their interest in these areas in their third year of study. Over time, NIEC will explore the provision of other EC-related option tracks.

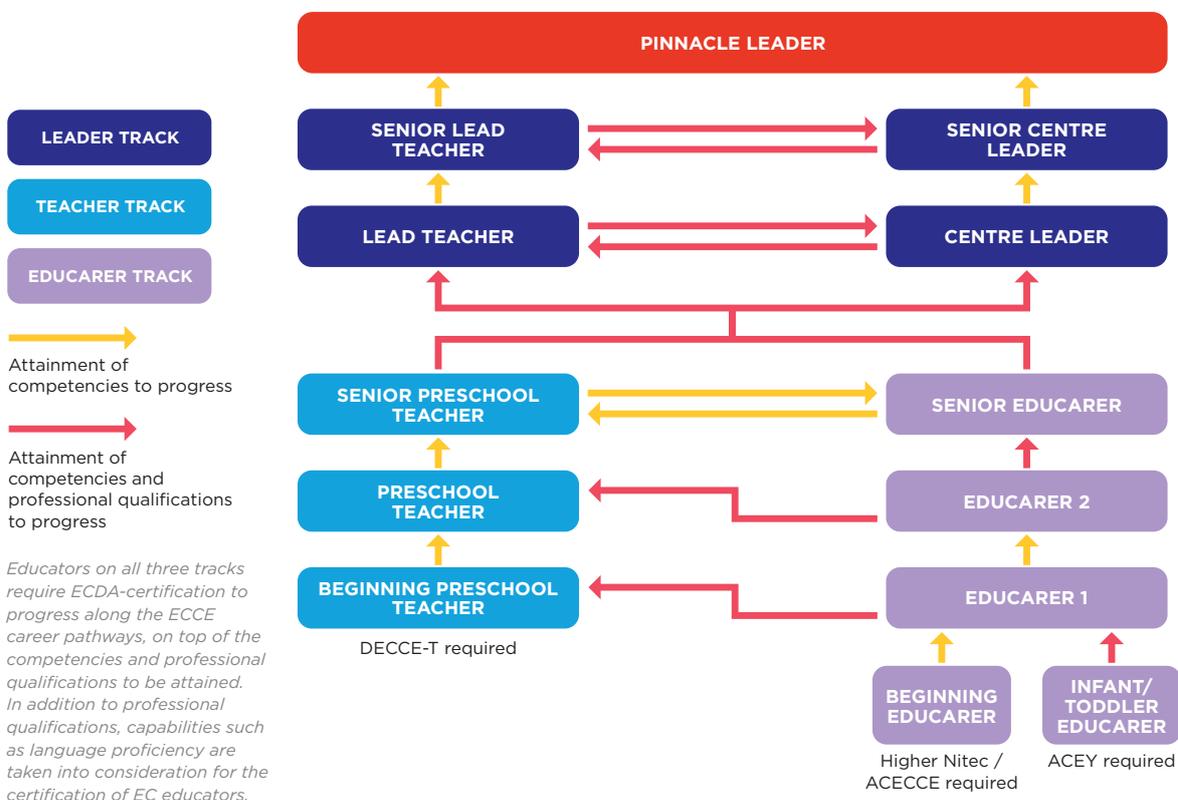


## DEVELOPING INDUSTRY-RELEVANT COURSES

NIEC's course offerings and training programmes are aligned with the Skills Framework for Early Childhood Care and Education (ECCE)<sup>1</sup> (extracts from the current Skills Framework earlier developed in 2016 are shown below).

### SKILLS FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION

#### CAREER PATHWAYS IN ECCE



<sup>1</sup> The framework is a guide for individuals, employers and training providers to promote skills mastery and lifelong learning in the ECCE sector, and was jointly developed by ECDA and SkillsFuture Singapore (SSG), together with EC educators, employers, training providers, associations and unions.

#### ECCE SKILLS MAP

SKILLS CATEGORY	SKILLS
Developing the Child Holistically	<ul style="list-style-type: none"> <li>Child Development</li> <li>Curriculum and Pedagogy</li> <li>Learning Environment</li> <li>Interactions and Relationships</li> <li>Health, Safety and Nutrition</li> </ul>
Collaborating with Families and Community	<ul style="list-style-type: none"> <li>Family and Community Partnerships</li> </ul>
Building Professional Capacity	<ul style="list-style-type: none"> <li>Professional Mastery</li> <li>Professional Values and Ethics</li> </ul>
Building Organisational Capacity	<ul style="list-style-type: none"> <li>Teamwork and Collaboration</li> <li>Visioning and Planning</li> </ul>

Note: The required performance needed to demonstrate achievement of each skill is further developed in terms of the 5 domains (Knowledge and Analysis, Application and Adaptation, Innovation and Value Creation, Social Intelligence and Ethics, and Learning to Learn), and the critical circumstances and contexts that the skill may be demonstrated (Range of Application).

To meet the evolving needs of the EC sector, NIEC stays grounded to ensure that our courses are relevant in meeting industry needs. In doing so, our graduates will receive the requisite EC training to acquire professional knowledge, skills and attitudes to give every child a strong start in life.

In FY2019, NIEC developed and launched several new CET and CPD courses as follows:

- Chinese language versions of the full-qualification Advanced Certificate in Early Years (ACEY) (with exemptions) and the DECCE-T (Conversion) in September 2019 and March 2020 respectively – to allow Chinese-speaking students at both certificate- and diploma-levels to work with infants/toddlers or enter the sector more quickly through these accelerated courses;
- ◆ Post-diploma Certificate in Preschool Mother Tongue Language (MTL) Teaching (CPMTL-T) (Malay) and (CPMTL-T) (Tamil) in June 2019 and August 2019 respectively – to enhance early childhood educators’ spoken MTL skills and their knowledge about related culture and heritage while equipping them with language-specific pedagogical skills and creative strategies to nurture in our young children a lifelong interest in Mother Tongue learning; and
- ▲ Outdoor Learning CPD courses launched from March 2020 onwards – to build up EC educators’ skills in designing and facilitating developmentally appropriate outdoor learning experiences for children of different age groups – from infants to six year-olds. These courses will be available in both English and Chinese. NIEC will also offer training for centre leaders on how to support their teachers in carrying out outdoor learning.

Looking ahead, we will continue to expand our CET and CPD course offerings to meet the evolving needs of the EC sector, including new courses in infant care, inclusive practices and leadership.



## ENSURING QUALITY TEACHING AND TRAINING FACULTY IN PEDAGOGY

Academic Quality Management (AQM) practices were in place since the inception of NIEC, as we inherited and adapted the AQM related practices from constituent institutions (which came together to set up NIEC). We continued to identify and implement improvements to bridge gaps that arose from differing ground practices as we integrate as one NIEC. We also completed an AQM Framework<sup>2</sup> to consolidate the key processes required for quality course delivery of NIEC courses.

On an on-going basis, academic quality monitoring is carried out through regular course review and moderation, as well as end-of-module evaluation surveys and teaching evaluation by students. This allowed NIEC to have an oversight of the quality of teaching and curriculum for EC courses across all campuses, and enabled prompt action to be taken with relevant feedback given to Campus Heads based on the evaluation results.

<sup>2</sup> The Framework guides the delivery of full qualification CET courses. The general principles and guidelines may also apply to PET courses, bearing in mind that they would be guided by the equivalent of AQM policies at the respective IHLs (viz. ITE, NP and TP).

NIEC also leveraged our centralised pool of EC full-time and adjunct faculty for optimal deployment across the campuses taking into consideration their expertise and specialities. This also provided information to build our internal capabilities to deliver training in critical areas such as outdoor learning and birth-to-three, and to involve faculty in the process.

NIEC established a cross-campus framework for more experienced faculty to observe colleagues' teaching for a holistic assessment of the effectiveness of our course delivery. Faculty were also able to obtain timely, direct feedback on their teaching methods and to engage in discussions on ways to strengthen the teaching and learning process. Such teaching observations facilitated the exchange of good practices and enabled the identification of master trainers/specialists within the NIEC faculty.

To enhance the delivery of courses, campus facilities were also progressively upgraded in 2019. NIEC (TP) campus worked closely with TP to renovate the facilities for visual arts, and set up Xploratory Labs and an Art Studio. The project, completed in June 2020, will support the visual arts option for ECDE Year 3 students and facilitate resource sharing across campuses for NIEC-wide learning.

## STUDENT ACHIEVEMENTS

### EC Graduates

From the 2019 PET graduates' employment surveys conducted by the Polytechnics, it was heartening to note that 75% of our EC graduates found permanent, part time or freelance jobs within six months of graduation (mostly in the EC field) and 23% went on to pursue further studies with a majority majoring in Early Childhood Teaching & Education.

For our Higher NITEC graduates in Early Childhood Education certificate course at the NIEC (ITE) campus, 77% pursued further studies (with 88% in Early Childhood Development & Education diploma course or EC-related diploma), and 21% found permanent, part time or freelance jobs within six months of graduation (mostly in jobs related to early childhood).

### Student Recognition and Awards

Our students brought pride to NIEC by winning several awards in national and regional competitions. We highlight some of the awards here:

- NIEC (NP) Diploma in Tamil Studies with Early Education (TSE) students bagged the first runner-up award in Sorsilambam 2019, the National Tamil Debate series (Tertiary). The finale event was telecasted live by Mediacorp Vasantham channel.
- ◆ Several NIEC students were awarded the ECDA Training Commendation Award in recognition of their outstanding achievements and contributions to the Early Childhood sector as ECDA Training Award (TA) recipients.
- ▲ A student from NIEC (TP) campus was the winner of SEA Games (Jiu-jitsu , Gold 2018), Sportsgirl of the Year (2019) and Straits Times Athlete of the Year (2019).
- Another NIEC (ITE) student was bestowed the 4PM Bestari Award 2019 which recognised top 45 Malay/Muslim ITE students from the 3 ITE colleges who performed exceptionally well academically and in co-curricular activities.

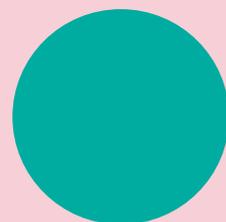




# 5

# Partnering

Customers and Stakeholders



**U**nder this strategic thrust of “Partnering Customers and Stakeholders”, NIEC strives to be relevant and an integral member of the EC sector. In the process, we establish and increase the awareness of the NIEC brand and deliver beneficial experiences for our partners at various touchpoints.

## **INCREASING AWARENESS OF NIEC BRAND**

In 2019, as a newly established organisation, we invested in digital marketing and launched a series of online efforts to increase awareness of NIEC. Two marketing campaigns showcasing who we are and what we do were also timed with our peak course application periods and in conjunction with the ECDA’s annual Early Childhood Conference. With these campaigns, we achieved a total reach of more than 850,000 hits in three months.



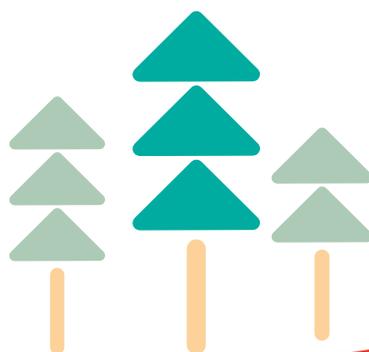
## **Outreach Efforts for CET Courses**

Being big on lifelong learning, NIEC organised outreach activities to enhance awareness and market our courses to in-service EC educators and mid-careerists interested in pursuing an EC career. In FY2019, four course previews were conducted, enabling participants to gain insights into the desired qualities of a preschool teacher as well as the course entry requirements, course demands and related training schedules.

## **Outreach Efforts for PET Courses – Engaging Secondary Schools**

NIEC partnered MOE Education and Career Guidance (ECG) Counsellors and Secondary Schools to reach out to Secondary School students who would be keen to join the EC sector. A total of 18 talks and career fairs was conducted in 2019 by NIEC’s outreach team.

NIEC also helmed a signature two-day event “**P**lay with early **L**earners **A**nd **Y**ou” (P.L.A.Y.) to attract and interest GCE ‘O’ level students to our EC courses. The event involved faculty and student leaders across three NIEC campuses – NIEC (ITE), NIEC (NP) and NIEC (TP) - and 70 preschoolers. Publicity for the event included outreach to GCE ‘O’ level students via communications with MOE ECG Counsellors, Secondary Schools, digital advertisements, and 15 school outreach talks. The P.L.A.Y. event attracted more than 240 students and garnered positive feedback from the attendees.



## PARTNERING PARENTS OF EC STUDENTS

As our PET students are still young and choosing a career is an important decision, we encourage parents to partner our faculty to support their children in their preschool teacher training. During the year, we ensured relevant activities were organised for parents and students. For instance, parents were invited to our PET orientation programme for first-year students, where our staff engaged parents as they toured our EC facilities, listened to talks about an EC career, and learnt about how they could support their children in their studies. Parent-teacher meetings were also held periodically to update parents with progress reports, information on internship and students' opportunities after graduation.

## PARTNERING INDUSTRY OPERATORS

With NIEC, operators can now look forward to their teachers and educarers having a more unified and robust foundation training. In-service teachers have the opportunities to upgrade themselves through our full qualification courses or refresh their skillset through CPD courses.

To ensure that NIEC students are competent and work-ready, we work closely with operators to provide practicum and internship opportunities for our students. Some 1,400 students from NIEC (NP) and NIEC (TP) campuses had the privilege of attachments to 450 preschool centres for the Practicum 1 and Practicum 2 modules. Another 800 students had internship



attachments to 400 preschool centres. In addition, all our CET students had undergone their practicum in preschool centres as part of their course requirements.

NIEC also made regular visits to EC operators to share about CET and CPD course offerings as well as obtain feedback on the performance of NIEC graduates and students, and their staff training needs. The networking and feedback sessions provided us with greater understanding of prevailing EC practices and ground needs across varied preschool centres.



## **PARTNERING THE EARLY CHILDHOOD DEVELOPMENT AGENCY (ECDA)**

NIEC works closely with ECDA on strategic matters of manpower training and development for the EC sector.

At ECDA's annual Early Childhood Conference in September 2019, several NIEC staff, recognised as thought leaders, participated as speakers. The conference also provided opportunities for more than 30 of our students from NIEC (NP) and NIEC (TP) campuses to participate as moderators for the workshops. During the conference, we conducted a course preview, reaching out to more than 100 mid-careerists interested in pursuing their career in early childhood. In the areas of sectoral need, for example, capability building in outdoor learning, NIEC worked with ECDA to reach out to key media platforms and obtain publicity coverage. In 2019, we also participated in seven career fairs organised by industry stakeholders such as ECDA, e2i and Workforce Singapore (WSG).



NIEC also facilitated our PET students to take up the ECDA training award for course sponsorship and monthly allowance, with recipients committing to work in the sector upon graduation. For mid-careerists, they could apply for our CET courses under the Place-and-Train scheme (part of the Professional Conversion Programme). For these applicants, we referred them to ECDA's website for a list of job portals where they could secure a job before seeking sponsorship from potential employers and be employed in the EC sector during their studies.

## **PARTNERING THE NATIONAL INSTITUTE OF EDUCATION (NIE)**

With NIEC's set-up akin to NIE in terms of teachers' training for the schools and preschools respectively, we will continue to work with NIE to strengthen institutional governance, share faculty expertise and professional networks, partner in research, training and education as well as leverage NIE's operations and resources for administration.

## **ENGAGE, SUPPORT AND CREATE VALUE FOR STUDENTS**

EC students (both pre-service and in-service educators) can now look to us to provide the quality training they need. We will ensure a more unified foundational training and provide more CPD course offerings that are aligned to the Skills Framework for ECCE, equipping EC educators with new and deeper competencies throughout their career.



Several initiatives were implemented to provide convenience and accessibility to information for potential applicants/students, as well as to ensure smooth course administration and programme management. Since October 2018, NIEC hosted all course enquiries and processing of students' applications for CET and CPD courses via our website, which ensured further streamlining for efficiency and effectiveness. The applications for our Early Childhood PET courses continued to be administered by the respective Polytechnics and ITE. From February 2019, NIEC further mobilised a centralised team to better support CET students enrolled in our NIEC (City), NIEC (NP) and NIEC (TP) campuses.

### **Student Seminars**

Two Student Seminars were organised for cross-campus learning and sharing of ECCE topics, research and good practices. These seminars provided our students with practical insights on topical interests, including inner workings related to the EC industry. Our students were also updated on best practices and the latest trends.

Our first student seminar focused on supporting young children with special needs and developmental concerns, and the second seminar on play-based learning. Both seminars featured distinguished speakers from NIE and were well attended.

### **Inaugural Graduation Ceremony**

Up to July 2019, about 1,160 PET and CET students graduated from their EC courses. Due to the unique operating model of NIEC, we participated in the respective IHL-NIEC PET graduation ceremonies for EC PET graduates in May and held an inaugural NIEC graduation ceremony for CET graduates at NTU's Nanyang Auditorium in July. For the latter, over 1,200 people attended the event including about 320 graduands, their guests, NIEC staff and industry guests.

## **PARTNERING THE INSTITUTES OF HIGHER LEARNING (IHLs)**

Leveraging our strong partnership with ITE, NP and TP, NIEC joined them in their outreach activities to secondary school students. In 2019, the collaboration included NIEC's participation in their flagship events such as Open House, RED Camp, Applied Subject Experience and EAE talks, as well as joint efforts in secondary school outreach talks. We also worked closely with the IHLs to publicise NIEC in various collaterals such as their websites, social media platforms and brochures in view that the EC qualifications are awarded by NIEC in collaboration with the respective IHLs. Our students are able to access and benefit from the full range of student development activities, competitions and overseas trips as well as student support services (viz. financial assistance, counselling) at the IHLs.



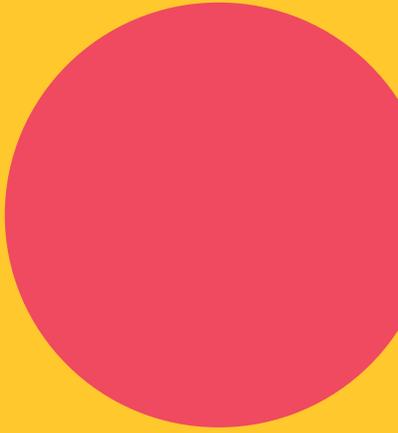




# 6

# Building

our People





## Townhalls

There were two townhalls held in 2019, each with specific theme and programme. The townhall in May 2019 included a professional sharing symposium and a staff recognition and affirmation segment. The townhall in November 2019 was positioned as NIEC's Staff Retreat. The purpose of the event was to celebrate the tremendous team efforts all round to implement, review and refine new systems, processes and curriculum as we worked together to overcome challenges during the inaugural year of operations, and uphold professionalism in all that we do at NIEC. There was also a sharing on positive thinking and self-care to build co-operative capacities in us as "One NIEC".

## Staff Orientation Programme

With the objective to provide the most relevant induction and engagement with new staff during the critical stages of building their relationship with NIEC, the staff onboarding programme with NIEC, the staff onboarding programme was a new initiative rolled out in March 2019. It included the first-day induction, quarterly orientation and the flying-start programme at the end of the six-month onboarding period. The programmes were designed with fun activities, meaningful dialogue, divisional sharing and engagement with management on NIEC's directions.

## Staff Welfare Committee

Set up with representatives from every division and campus, the staff welfare committee organised regular social and recreational activities to promote staff engagement, healthy living and NIEC's core values. Activities organised included fruits day, an NIEC-wide get-together lunch in September 2019, and campus-specific events (e.g. the Lunar New Year "lo-hei") among other activities.

## NIEC Staff Intranet

The Staff Intranet was launched in March 2019 to provide a one-stop convenient platform for staff to access relevant and useful corporate information, such as circulars, policies and processes, events and happenings in NIEC, news and articles on the early childhood sector.

**W**e believe our staff are at the heart of NIEC and key to what we can collectively achieve as a national institution with the mandate to provide high-quality training for EC educators. For the strategic thrust of "Building our People", our immediate priority is to build the NIEC family, for all staff to come together as "One NIEC". Thus, in FY2019, we worked on building NIEC's identity and culture, and on developing staff.

## NIEC STAFF STRENGTH

As at 31 March 2020, NIEC's staff strength was 196, excluding adjunct staff.

## BUILDING NIEC'S IDENTITY AND CULTURE

NIEC's vision, mission and values were co-developed with staff in 2018. In 2019, the five NIEC values of Respect, Integrity, Care, Collaboration and Excellence (RIC<sup>2</sup>E) were further translated to action statements to guide staff to live out the values.

Several staff engagement platforms were organised for the sharing of NIEC's vision, mission, values, corporate directions, strategic initiatives, workplans and outcomes. These events facilitated interactions, teambuilding and bonding which helped towards building NIEC's identity and culture.

## DEVELOPING STAFF

For FY2019, being the first full year of operations, a modest training target was set. Staff were encouraged to attend at least two NIEC-organised training/sharing activities and at least one external training. This target was met by all divisions and campuses.

Staff also had opportunities to attend several learning activities relevant to the job and for professional growth, including:

- Unpacking sessions of the harmonised diploma, conducted throughout the year, to familiarise faculty with the changes. The unpacking sessions allowed professional exchanges and feedback to be gathered. This enabled further enhancement of the training materials and curriculum.
- ◆ A Professional Sharing Symposium where several faculty staff took on the speakers' role to share research findings on current topics of interest such as ways to promote well-being and resilience in preschool children, and the protective factors contributing to children's resilience. Staff also learnt about e-tools to enhance collaboration and engagement with students as well as educational technologies to enhance teaching.
- ▲ A learning journey to PCF Sparkletots Preschool @ North Punggol was conducted where our staff gained insights on the set-up of the latest mega centres for early years, infant to nursery 2 programmes.
- A Train-the-Trainers session on Outdoor Learning (OL) in July 2019. After the workshop, some of our faculty worked with Dr Helen Little from Macquarie University, to pilot workshops in preparation for roll-out of a new OL CPD series in 2020. Learning opportunities were also available for faculty to deepen capabilities in specialised areas like Visual Arts, Early Intervention, and Mother Tongue Languages to meet identified EC sector needs.

## OVERSEAS STUDY TRIPS

To keep abreast of international best practices, study trips were made to enable staff to acquire new learning especially in areas of strategic focus in EC training for NIEC. Here are the highlights of some overseas study trips.

## Leveraging Educational Technology

A group of three NIEC staff visited InstructureCon, USA in July 2019. Sharing and discussions were held and our team gained ideas on how educational technology could be leveraged to support the design and delivery of courses on NIEC's Learning Management System.

## Learning on Professional Development of Learning Support Educators (LSEds)

Two staff from NIEC joined a learning journey to Auckland in November 2019. Organised by KK Women's and Children's Hospital, the team also included representatives from key anchor operators and ECDA. NIEC staff gained insight into possible ways to transform professional development of LSEds and had professional exchanges with Massey University.

## Enhancing the Teaching of Mother Tongue

Two NIEC staff visited China together with members from the Singapore Centre for Chinese Language (SCCL) in December 2019. The team participated in an Early Education Conference organised by the China Soong Ching Ling Foundation. Staff from NIEC spoke on Singapore's bilingual education and networked with some Chinese leaders in the EC sector to exchange perspectives on early childhood education matters.

## Improving Inclusive Practices for Infants and Young Children

An NIEC team visited the University of Oregon and the Frank Porter Graham Child Development Institute (FPG), USA in October 2019.

At the University of Oregon, the team saw how the Filming Interactions to Nurture Development (FIND) programme supported parents and caregivers to improve the quality of their interaction with infants and young children.

At the FPG, one of USA's oldest and largest multidisciplinary centers devoted to the study of children and families, NIEC learnt how technical assistance teams bridged the gap in translating research to practice.





7



# Strengthening

Critical Enablers

**N**IEC understands that to have steady operations, strong fundamentals such as robust systems and processes must be in place. The strategic thrust of “Strengthening Critical Enablers” is largely supported by the Corporate Divisions and the Academic & Student Management Division (ASM) to deliver the following strategic objectives:

- Sustainable operations and efficient processes
- ◆ Sufficient resources
- ▲ Clear and timely internal communications
- Impactful HR policies and practices
- Smooth finance operations
- ◆ Efficient and robust IT policies and systems
- ▲ Effective academic governance framework and operations
- Impactful change management

We highlight here some of the key achievements in FY2019.

## ACADEMIC GOVERNANCE

As the national institute in EC training awarding diplomas and certificates, we implemented a rigorous academic governance framework to uphold the integrity of academic and professional standards. The key elements of the academic governance framework were the set-up of the Board of Studies (BOS) and Board of Examiners (BOE).

### Board of Studies

The BOS establishes the professional and academic policies and standards of our courses among others. Robust academic governance ensures a consistent and high quality of training and good graduate outcomes, affirming that NIEC courses will remain relevant in supporting industry needs.

The BOS comprises NIEC’s academic management as well as external representatives from NIE, NP, TP, and ITE.

### Board of Examiners

The BOE takes reference from the academic policies and processes set by the BOS and is responsible for their effective execution. The EC programmes under the purview of the BOE include full qualification PET and CET courses.

The BOE comprises NIEC’s academic management with external representations from NP, TP, and ITE who are invited for PET matters. The formulation of NIEC Examination Bye Laws and Regulations (including Disciplinary Policy) to guide and govern NIEC Academic Activities was completed in January 2019.

## INTEGRATED HR POLICIES AND PRACTICES

In the pursuit of organisational excellence and operational efficiency, NIEC was closely guided by the HR policies of NP, TP, ITE and SEED in formulating appropriate HR policies that support our mission. This approach paved the way for enhancements to the way we recruit, deploy, develop and manage our staff.

NIEC also launched a new Human Resource Management System (HRMS) for greater HR operational efficiency. The system helped us to migrate data of staff who were transferred from the four institutions and input data for direct hires with ease.



## **Integrated Performance Management System**

NIEC implemented an integrated Performance Management System in September 2019 to meet the following objectives:

- Recognise and reward performance and competencies to motivate further contributions and positive behaviour.
- ◆ Allow our staff to understand their strengths and areas for development.
- ▲ Develop staff to their fullest potential by providing development and growth opportunities.

The full performance management cycle for staff comprising performance planning, mid-year review and year-end review commenced in January 2020 for the year 2020. Feedback gathered from the workshops and year-end review process would be considered for refinements and improvements to be incorporated as part of the continual improvement process.

## **EFFICIENT AND ROBUST IT SYSTEMS**

NIEC adopted a cloud-first strategy with the Student Management System (SMS) and Learning Management System (LMS) as the two main platforms for teaching and learning. We strategically built other peripheral systems around these two systems. Both SMS and LMS were launched in April 2019.

### **Student Management System (SMS)**

The SMS facilitates online application for CET courses. It is a core system that enables NIEC to efficiently and effectively manage student data

throughout the students' lifecycle covering aspects such as enrolment, matriculation, finances, module management, academic progression, resource planning and utilisation, and faculty management.

### **Learning Management System (LMS)**

The LMS is user-friendly and comprehensive, providing a customisable teaching and learning experience for faculty and students. It facilitates collaborative tools for lecturers to engage their students, for instance through video-based learning. Our system also supports the administration, documentation, tracking, reporting and delivery of courses. To support the implementation, seven customised LMS training sessions were organised for staff.

### **IT Support for NIEC HQ and Campus Staff**

In order to provide timely IT assistance to NIEC HQ and Campus staff, a virtual helpdesk was set up. This single, centralised service desk was operational since June 2019.

With critical IT systems and processes in place, we continue to review the impact and effectiveness of these systems. We strive for continual improvements, making adjustments along the way, such as system enhancements to better support operational needs.

## **OTHER AREAS**

NIEC also established processes and frameworks in areas related to finance, organisational excellence, risk management, etc. to support NIEC's operations in all functional areas.



# 8

Corporate  
**Governance**



On 2 March 2018, NIEC was incorporated as a not-for-profit company limited by guarantee (Reg. No. 201807452K) under the Companies Act (Cap. 50) of

Singapore. Set up as a subsidiary of the Nanyang Technological University (NTU) and affiliated to NIE, the governance of NIEC is specified in its Constitution. NIEC is committed to good governance practices, professionalism and integrity, underpinned by internal controls and risk management systems.

## GOVERNANCE EVALUATION CHECKLIST

In addition to the application of good governance practices as a company and registered charity, NIEC adopts best practices in key areas of governance that are closely aligned to the principles and guidelines in the Code of Governance for Charities. NIEC's Governance Evaluation Checklist can be found at the Charity Portal website ([www.charities.gov.sg](http://www.charities.gov.sg)).

## BOARD OF DIRECTORS

The NIEC Board of Directors is the highest governing body within NIEC's governance framework. The Board comprises 12 members (and 1 alternate member) appointed by the Minister for Education and endorsed by NTU. The Board is chaired by Second Permanent Secretary at MOE, Ms Lai Wei Lin, and members include academics, educators and professionals from the public service and private sectors. Each member is appointed on the strength of his/her experience and ability to contribute to NIEC, and brings with him/her independent judgment on issues of strategy, performance, resource allocation, and risk and compliance, as well as valuable relationships and networks that are essential for the growth of NIEC. The NIEC Constitution expressly stipulates that Board Members shall not receive any remuneration for services rendered by them as members of the Board.

Information on NIEC's Board Members is shown at the end of this chapter.

## POLICIES TO MANAGE CONFLICT OF INTEREST

Members of the Board and staff are required in their respective capacities to act at all times in the best interest of NIEC. Policies and procedures have been put in place to address potential conflict-of-interest situations. Every Board Member shall observe the provisions of Section 156 under the Companies Act (Cap. 50) of Singapore relating to the disclosure of the interests of Directors in transactions or proposed transactions with NIEC or of any office held or property possessed by a Director which might create duties or interests in conflict with his duties or interests as a Director. Except as otherwise provided by NIEC's Constitution, a Director shall not vote on (or be counted in the quorum in respect of) any resolution of the Board or of a committee of Directors concerning a matter in which he/she is, directly or indirectly interested. For the purposes of this regulation, in relation to an Alternate Director, an interest of his appointor shall be treated as an interest of the Alternate Director without prejudice to any interest which the Alternate Director has otherwise.

## BOARD COMMITTEES

To support the Board in discharging its functions, the Board can form Board Committees as dictated by corporate, operational and business needs pursuant to the Constitution of NIEC. On 1 March 2020, three Board Committees were set up, namely the Executive Committee, Audit and Risk Committee, and Professional Advisory Committee.

Membership of the Board Committees is carefully selected, with responsibilities distributed among Board Members, to ensure the effectiveness of each committee's focus and contribution. Where necessary, non-Board Members with expertise in their respective fields can be co-opted to enhance the deliberations and decision-making process of the Board Committees. The responsibilities and authority of each Board Committee is set out in the written terms of reference which are approved by the Board. The Board Committees report their decisions to the Board regularly.

### EXECUTIVE COMMITTEE (ExCo)

**Ms Lai Wei Lin**  
(Chairman)  
**Prof Christine Goh**  
**Ms Low Khah Gek**  
**Ms Chan Yen San**

### AUDIT AND RISK COMMITTEE (ARC)

**Ms Chan Yen San**  
(Chairman)  
**Mr Clarence Ti**  
**Dr May See**

### PROFESSIONAL ADVISORY COMMITTEE (PAC)

**Mr Peter Lam**  
(Chairman)  
**Ms Melissa Khoo**  
**Ms Zaiton Bte Mohd Ali**  
**Prof Ho Lai Yun**  
**Dr May See**  
**Dr Christine Chen**  
<sup>1</sup> **Prof Tan Oon Seng**

<sup>1</sup> Prof Tan Oon Seng is not a Board Member of NIEC. Prof Tan is the Centre Director, Centre for Research in Child Development (CRCD) at NIE.

## BOARD ATTENDANCE AT MEETINGS

In FY2019, four Board meetings were held at NIEC HQ as well as at the campuses. This allowed the Board to tour the various EC facilities that were provided for students' learning and hands-on practices. Besides strategic governance, the Board has oversight of NIEC's key performance outcomes and risk management and is accountable to MOE for the outcomes and use of NIEC's resources. In addition, the Board approves NIEC's operating and budgetary plans as well as strategic HR and finance policies.

The attendance of Board members at Board meetings as well as at Board Committee meetings held in FY2019 are shown in the table.

Name of Board Member	Board	ExCo	ARC
		(wef 1 March 2020)	(wef 1 March 2020)
Ms Lai Wei Lin	4 / 4	1 / 1	-
Prof Christine Goh <sup>1</sup>	4 / 4	0 / 1	-
Mrs Loke-Yeo Teck Yong	4 / 4	-	-
Ms Chan Yen San	4 / 4	1 / 1	1 / 1
Mr Peter Lam	3 / 4	-	-
Mr Clarence Ti	4 / 4	-	1 / 1
Ms Low Khah Gek	3 / 4	1 / 1	-
Dr Christine Chen	3 / 4	-	-
Prof Ho Lai Yun	4 / 4	-	-
Ms Melissa Khoo	3 / 4	-	-
Ms Zaiton Bte Mohd Ali	3 / 4	-	-
Dr May See	4 / 4	-	1 / 1

Notes:

<sup>1</sup> Prof Kam Chan Hin attended the Board Meeting held on 19 June 2019 and 23 September 2019 as an alternate to Prof Christine Goh.

The first meeting for the Professional Advisory Committee was held on 8 June 2020.

## BOARD OF DIRECTORS

As at 31 March 2020



**Ms Lai Wei Lin**  
*Chairman, NIEC Board*  
*Chairman, Executive*  
*Committee*

Ms Lai Wei Lin joined the Board on 2 March 2018. She was appointed Chairperson on 14 March 2019. Ms Lai is a member of the Board of Trustees at the Singapore University of Technology and Design and Nanyang Technological University. She also sits on the Education Fund Board of Trustees.

Ms Lai is the Second Permanent Secretary at the Ministry of Education (MOE). Before joining MOE, she was in the Ministry of Health, where she led in the policy development and implementation in various strategic areas.

Ms Lai graduated from Harvard University with a Bachelor's degree with honours. She was awarded the Eisenhower Fellowship in 2018.



**Professor Christine Goh**  
*Board Member*  
*Member, Executive*  
*Committee*

Professor Christine C. M. Goh was appointed to the NIEC Board on 9 October 2018. She is the Director of National Institute of Education, NTU and the President Chair Professor in Education (Linguistics and Language Education).

As NIE Director, she provides strategic leadership to the institute in professional, academic, research, administrative and partnership matters. In her own academic area of expertise, Prof Goh is a qualified English Language teacher and known internationally in the field of applied linguistics in the areas of second language and bilingual oracy, spoken discourse and learner metacognition. Her work is widely cited and many of her books and research articles are important references in graduate and language teacher education programmes in universities around the world. She completed her PhD in Linguistics at Lancaster University in 1998.



**Mrs Loke-Yeo Teck Yong**  
*Board Member*

Mrs Loke-Yeo Teck Yong was appointed to the NIEC Board on 14 March 2019. She is the inaugural Director of NIEC.

Prior to this appointment, Mrs Loke served more than 25 years in the Education Service, holding positions of school leadership as well as Divisional Director at MOE. She led the pioneering work in the set-up of MOE-Kindergartens, including the development and piloting of teaching and learning resources. She also contributed to the levelling up of the quality of preschool education and built strong partnerships with external agencies and key stakeholders to achieve synergies for the preschool sector. Her work extended to overseeing support for students with special educational needs as well as psychological assessment and research.

Mrs Loke is a President's cum Overseas Merit Scholar. She graduated with a Bachelor of Science (First Class) in Economics and Mathematics from the London School of Economics and Political Science, University of London. She also completed a Master of Philosophy in Economics at the University of Cambridge and a Master of Education at Harvard University.



**Ms Chan Yen San**  
*Board Member*  
*Chairman, Audit and Risk*  
*Committee*  
*Member, Executive*  
*Committee*

Ms Chan Yen San was appointed to the NIEC Board on 14 March 2019. She is also a Board Member of the Singapore Sports Council and the Chair of the Safe Sport Commission.

Ms Chan is a Partner of KPMG LLP and a Registered Public Accountant in Singapore. In KPMG Singapore, Ms Chan leads a team that drives the deployment of new accounting, auditing and regulatory standards, and upholds the quality of audit as a partner of the technical department as well as various audit engagements. Internationally, Ms Chan is part of KPMG's global International Financial Reporting Standards (IFRS) team that spearheads the development of new accounting practices in the areas of leases and income taxes. She also co-chairs the IFRS topic teams on leases and income taxes in the Asia-Pacific region.

Ms Chan is a member of the Institute of Singapore Chartered Accountants (ISCA) Financial Reporting Committee (FRC) and the FRC Core Sub-committee, participating in the development of guidance to assist the professional in overcoming application challenges of accounting standards. In 2020, Ms Chan serves as a member of the ISCA Joint COVID-19 Working Group formed to address the challenges faced by the accountancy profession.

Ms Chan also served as a member of the ISCA Financial Reporting Standard (FRS) IFRS 10 Working Group set up in 2011, focusing on the implementation of the new consolidation standard, FRS 110, in Singapore. She has written various articles including one highlighting the potential impact on the accounting for investments in real estate investment trusts (REITs) held by investors under this new standard.



**Mr Peter Lam**  
*Board Member*  
*Chairman, Professional*  
*Advisory Committee*

Mr Peter Lam was appointed to the NIEC Board on 14 March 2019. He is also a Board Member of Temasek Polytechnic, Temasek Polytechnic Innovation Holdings Pte Ltd and Clarity Singapore Limited. In addition, he is a member of People's Association Our Tampines Hub's Advisory Committee and Ministry of Defence's Advisory Council on Community Relations in Defence.

Mr Lam is the Principal & Chief Executive Officer of Temasek Polytechnic. Prior to this appointment, he was the Deputy Principal and Registrar of Ngee Ann Polytechnic. He had previously held positions in the Ministry of the Environment, Ministry of Manpower and the Infocomm Development Authority of Singapore.

Mr Lam graduated with first class honours in Masters of Engineering from Imperial College, London. He also has a Masters in Business Administration from the Massachusetts Institute of Technology.



**Mr Clarence Ti**  
*Board Member*  
*Member, Audit and Risk*  
*Committee*

Mr Clarence Ti was appointed to the NIEC Board on 14 March 2019. He serves on a number of boards, including the Ngee Ann Polytechnic Council, the Civil Service College, the School of Science and Technology and the Action Community for Entrepreneurship (ACE).

Mr Ti is the Principal of Ngee Ann Polytechnic. Prior to this appointment, he held positions in the Economic Development Board, the Singapore Land Authority, the Ministry of Law and VITAL, a department under the Ministry of Finance.

Mr Ti holds a Bachelor of Science in Electrical Engineering with high honours and a Master's degree in electrical engineering from the University of Illinois at Urbana-Champaign in the United States. He also has a Master of Business Administration with distinction from INSEAD.



**Ms Low Khah Gek**  
*Board Member*  
*Member, Executive*  
*Committee*

Ms Low Khah Gek was appointed to the NIEC Board on 14 March 2019. She is a Board Member of several institutions including Institute of Technical Education (ITE), the ITE Education Services Pte. Ltd., Hong Kong Vocational Training Council, National Integration Council, WorldSkills Singapore Council, FEC Manufacturing Subcommittee, Digital Readiness Network and Anugerah MENDAKI Committee.

Ms Low is the director and chief executive of ITE. She was the Deputy Director-General of Education (Schools) at MOE before she became ITE's first lady CEO. She has an illustrious career in education, starting out as a teacher, before progressing on to be Principal of Anderson Secondary School, Victoria Junior College, and Director of Curriculum Planning and Development at MOE Headquarters.



**Dr Christine Chen**  
*Board Member*  
*Member, Professional*  
*Advisory Committee*

Dr Christine Chen was appointed to the NIEC Board on 14 March 2019. She is the Founder President of the Association for Child Care Educators (ACCE) and Founder and current President of the Association for Early Childhood Educators (AECES). She also served as a Member of the Child Care Personnel Accreditation Committee with the then Ministry of Community Development to look into accreditation matters as well as professional development for the childcare profession.

Internationally, Dr Chen held positions as Director at Asia-Pacific Regional Network for Early Childhood (ARNEC) (2014 - 2020); Director at Childhood Education International (CEI) - South East Asia and the Pacific Region (2020 - 2022) and as President of Association for Childhood Education International (ACEI) (2015 - 2017). She represented Singapore in the Pacific Early Childhood Education Research Association (PECERA) and has done voluntary work in Vietnam with the National College of Education, Hanoi through the Singapore International Foundation.

Dr Chen received her Bachelor of Arts in Social Work from the University of Singapore, a Master of Science in Early Childhood Education from Bank Street College of Education, New York City and a Doctor of Education from the George Washington University, Washington D.C.



**Professor Ho Lai Yun**  
*Board Member*  
*Member, Professional*  
*Advisory Committee*

Professor Ho Lai Yun was appointed to the NIEC Board on 14 March 2019. He sits on the Boards of several organisations that include the Singapore Children's Society, Academy of Medicine, Academy of Chinese Medicine, Singapore Medical Council, Specialists Accreditation Board and National Council of Social Service.

Prof Ho is the Founding Head of the Department of Neonatology (1986 - 2004) and is currently Emeritus Consultant, Singapore General Hospital and Clinician Mentor in the Department of Neonatal and Developmental Medicine.

Prof Ho is recognised locally, regionally and internationally as a strong advocate of child welfare and protection, early childhood education and intervention. He has been actively involved in various community projects that addressed social and educational issues, such as child abuse and neglect, bullying in schools, parenting attitudes, preschool education, and children with special needs. He plays a leading role in building an inclusive, family-focused and community-based early childhood intervention ecosystem in Singapore. He received awards for his works in improving child life and health in the region.

Prof Ho graduated from the University of Singapore and obtained his Master of Medicine (Paediatrics). He received his training in Neonatology at The Hospital for Sick Children, Toronto, Canada, under a Commonwealth Scholarship.



**Ms Melissa Khoo**  
*Board Member*  
*Member, Professional*  
*Advisory Committee*

Ms Melissa Khoo was appointed to the NIEC Board on 1 April 2019. She is also a Board Member of the Government Technology Agency, Yale-NUS College, Singapore Institute of Technology and Singapore University of Social Sciences.

Ms Khoo is the Deputy Secretary (Policy) in MOE. She previously held leadership roles in the Ageing Planning Office (Ministry of Health), the Strategic Planning and Futures branch in The Strategy Group (Prime Minister's Office), and the Institute for Public Sector Leadership at the Civil Service College.

Ms Khoo graduated with a Bachelor of Economics (Distinction) and Masters in International Policy Studies from Stanford University.



**Ms Zaiton Mohd Ali**  
*Board Member*  
*Member, Professional*  
*Advisory Committee*

Ms Zaiton Mohd Ali was appointed to the NIEC Board on 14 March 2019.

She is the Executive Principal and Head of Iyad Perdaus. Ms Zaiton contributed to the EC sector in raising quality, mentor leaders and forge strategic partnerships between operators and practitioners to strengthen the culture of professional collaboration within and beyond the sector. She is also appointed an ECDA Fellow to work with ECDA in developing the fraternity of early childhood educators and drive quality improvements of the sector.

Ms Zaiton graduated with a Bachelor's degree in Early Childhood Education and Teaching from Monash University and a Master of Education in Early Childhood Education and Teaching from National Institute of Education.



**Dr May See**  
*Board Member*  
*Member, Audit and Risk*  
*Committee*  
*Member, Professional*  
*Advisory Committee*

Dr May See was appointed to the NIEC Board on 14 March 2019. She has been in the early childhood sector for more than 25 years. She is the Senior General Manager, MY World Preschool Ltd. Prior to this appointment, Dr See was with the Metropolitan YMCA as the General Manager of Child Care and Programmes.

She received her Diploma in Preschool Leadership from the National Institute of Education and a degree in Early Childhood Studies from the University of Melbourne. She was conferred the Doctor of Education degree from University of Western Australia. Under the Anchor Operator scheme, Dr See is also an ECDA Fellow, providing mentorship to younger leaders in the industry.

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**Professor Kam Chan Hin**  
*Alternate Director to*  
*Prof Christine Goh*

Professor Kam Chan Hin was appointed as an alternate director to Prof Christine Goh, to represent Nanyang Technological University (NTU), Singapore on 9 October 2018. He is also a member of the Wealth Management Institute Governing Board, Singapore Armed Forces (SAF)-NTU Academy Management Board, Singapore Traditional Chinese Medicine Practitioners Board and Singapore Power Engineering Council.

Prof Kam is Deputy Provost (Education) at NTU. As Deputy Provost (Education), he is responsible for the strategic oversight of undergraduate and postgraduate education, and continuing education and lifelong learning. He also oversees academic quality assurance and governance processes as part of his education portfolio.

Prof Kam is Professor of Electrical & Electronic Engineering. As Chair of the School of Electrical & Electronic Engineering from 2005 - 2011, he laid the foundation for the School's rapid rise into a world-class institution (6th in QS World University Subject Ranking 2020). He was a founding member of the Photonics Research Lab in 1994 (now part of the renowned Photonics Institute at NTU).

Prof Kam obtained his B.Eng. Hons (Electrical Engineering) from University of Singapore, MSc from Nanyang University, MSEE from University of Southern California, PhD from NUS and is a Registered Professional Engineer.

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# Financial

## Highlights



## **A** UDITED FINANCIAL STATEMENTS FY2019

The financial statements of NIEC for FY2019 were audited by Deloitte & Touché LLP. The financial statements and the statement of financial position and statement of changes in funds were drawn up in accordance with the provisions of the Companies Act, Chapter 50 (the “Act”), the Singapore Charities Act, Chapter 37 and other relevant regulations (the “Charities Act and Regulations”) and Financial Reporting Standards in Singapore (“FRSs”) so as to give a true and fair view of the financial position of NIEC as at 31 March 2020.

The NIEC Board approved NIEC’s audited financial statements for FY2019.

## **INCOME AND EXPENDITURE**

NIEC started full operations from 1 January 2019. In FY2019, NIEC recorded a total income of S\$60.6 million (including government grants), expenditure of S\$59.1 million and net surplus of S\$1.5 million.

## **BALANCE SHEET**

NIEC adopted FRS 116 for leasing accounting and recognised Right-Of-Use (ROU) assets of S\$2.2 million. The assets mainly related to rental of premises for NIEC (City) Campus at NTUC Union House and NIEC HQ at NIE. Total assets were S\$24.4 million (FY2018: S\$13.8 million) due to increase in receivables, cash and ROU assets.

## **REVIEW AND CHANGES IN THE POLICY**

There was no review/change in the policy since the setting up of NIEC as a Charity on 2 March 2018. No fund-raising activity was carried out in FY2019.

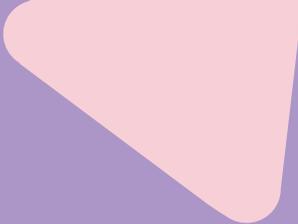
## **FUNDING SOURCES**

NIEC is principally funded by operating grants from MOE, SSG, WSG and from course and miscellaneous fees charged.

The plant and equipment were used for operations and NIEC did not own any land or buildings.

## **FUTURE PLANS AND COMMITMENTS**

There is no plan for capital investment in FY2020.



# 10



# Glossary



## A

<b>ACEY</b>	Advanced Certificate in Early Years
<b>AGM</b>	Academic Quality Management
<b>ASM</b>	Academic & Student Management

## B

<b>BOE</b>	Board of Examiners
<b>BOS</b>	Board of Studies

## C

<b>C&amp;P</b>	Curriculum & Programmes
<b>CET</b>	Continuing Education and Training
<b>CPD</b>	Continuing Professional Development
<b>CPMTL</b>	Certificate in Preschool Mother Tongue Language (MTL) Teaching

## D

<b>DECCE-T</b>	Diploma in Early Childhood Care and Education - Teaching
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## E

<b>EC</b>	Early Childhood
<b>ECCE</b>	Early Childhood Care and Education
<b>ECDA</b>	Early Childhood Development Agency
<b>ECDE</b>	Diploma in Early Childhood Development and Education
<b>ECG</b>	Education and Career Guidance

## F

<b>F&amp;A</b>	Finance & Administration
<b>FLD</b>	Faculty & Leadership Development

## H

<b>HR</b>	Human Resources
<b>HRMS</b>	Human Resource Management System

## I

<b>IHLs</b>	Institutes of Higher Learning
<b>IT</b>	Information Technology
<b>ITE</b>	Institute of Technical Education

## L

<b>LMS</b>	Learning Management System
<b>LSEds</b>	Learning Support Educators

## M

<b>M&amp;C</b>	Marketing & Communications
<b>MOE</b>	Ministry of Education

## N

<b>NIE</b>	National Institute of Education
<b>NIEC</b>	National Institute of Early Childhood Development
<b>NIEC (City)</b>	NIEC campus at NTUC Union House
<b>NIEC HQ</b>	NIEC campus at National Institute of Education
<b>NIEC (ITE)</b>	NIEC campus at Institute of Technical Education College Central
<b>NIEC (NP)</b>	NIEC campus at Ngee Ann Polytechnic
<b>NIEC (TP)</b>	NIEC campus at Temasek Polytechnic
<b>NP</b>	Ngee Ann Polytechnic

## O

<b>OL</b>	Outdoor Learning
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## P

<b>P.L.A.Y.</b>	Play with early Learners And You
<b>PET</b>	Pre-Employment Training
<b>PSEI</b>	Post-Secondary Educational Institution

## S

<b>SEED</b>	SEED Institute
<b>SSG</b>	SkillsFuture Singapore
<b>SMS</b>	Student Management System
<b>SPOE</b>	Strategic Planning & Organisational Excellence
<b>SUSS</b>	Singapore University of Social Sciences

## T

<b>TP</b>	Temasek Polytechnic
<b>TSE</b>	Diploma in Tamil Studies with Early Education

## W

<b>WSG</b>	Workforce Singapore
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