Quality Teaching Tool

Strengthening Early Childhood Teaching Practice in Singapore



Early Childhood Development Agency

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Republic of Singapore

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Preamble

The Quality Teaching Tool (QTT) is a pedagogical tool developed by ECDA in collaboration with the Centre for Research in Child Development, National Institute of Education, to guide and support Early Childhood (EC) educators who work with children aged two to six in Singapore. It bridges theory and practice by translating research-backed principles into concrete, everyday teaching strategies. Furthermore, it caters to both educators' and children's varying needs in our unique sociocultural context.



Quality teaching refers to educators' practices, pedagogies and interactions with children. Interactions include both instructional and social exchanges, between teachers and children, as well as among peers. The QTT aims to strengthen educators' pedagogical skills and quality of interactions with children through self-evaluation and self-reflection.



The QTT aligns with Singapore's key early childhood frameworks such as the Early Years Development Framework (EYDF) (Early Childhood Development Agency [ECDA], 2023), Nurturing Early Learners (NEL) Framework (Ministry of Education [MOE], 2022), and Skills Framework for Early Childhood (SkillsFuture Singapore, Workforce Singapore & ECDA, 2021).

Professional Development and Standards Division

Quality Teaching in Practice

EC educators play a critical role in the development of children through their daily interactions and relationships. Every conversation, gesture, and teaching moment creates lasting impressions that influence children's learning, social-emotional growth, and future success. Through their daily interactions and intentional teaching practices, educators directly influence how children learn, grow, and view themselves as capable learners. The quality of these educator-child interactions serves as a cornerstone of effective early childhood education, creating ripple effects that extend well beyond the early years. Research affirms that quality interactions are a strong determinant of positive child outcomes (Bautista, 2019).



The QTT guides educators by offering a common language to:

- Identify teaching strengths
- Recognise areas for growth
- Make improvements and plan their professional development journey

The QTT aims to support children's well-being, development and learning, and raise the quality of teaching and learning across the sector.

Development Process

The development process involved extensive data collection of over 2,000 observations across more than 400 preschool classrooms and direct feedback from over 70 educators through focus group discussions and surveys. In addition to referencing and reviewing local and international literature and existing local and international tools, the QTT was refined over the course of 2 years and included consultations with international experts and key stakeholders in our local EC sector.

Content validity evidence of the tool was assessed through in-depth discussions with experts, content validity ratio estimates and an alignment evaluation survey with local and international experts comprising researchers, academics and practitioners from the EC sector.

Quality Teaching Tool



Quality Teaching Tool (QTT)

The QTT comprises 3 domains, 8 subdomains and 46 items as shown in the overview diagram below. These target key areas of quality teaching are associated with positive developmental and learning child outcomes. These indicators are specific pedagogical practices and strategies, that are closely aligned to our national frameworks and other national documents.

DOMAIN 1 BUILDING TRUSTING RELATIONSHIPS
Subdomain 1.1 Engaging in Positive Interactions
1.1.1 Creating a Warm, Safe and Motivating Environment
1.1.2 Facilitating Responsive Interactions
1.1.3 Facilitating Reciprocal Interactions
1.1.4 Supporting Children Through Challenges
1.1.5 Engaging in Inclusive and Respectful Interactions

DOMAIN 2 NURTURING CHILD WELL-BEING		
Subdomain 2.1 Supporting Values Development	**Subdomain 2.2 Building Social and Emotional Competencies**	**Subdomain 2.3 Fostering Learning Dispositions**
2.1.1 Developing Values	2.2.1 Helping Children Build Positive Self-Concept	2.3.1 Developing Perseverance
2.1.2 Reinforcing Values	2.2.2 Helping Children Identify Emotions	2.3.2 Fostering Reflectiveness
2.1.3 Encouraging Awareness, Respect and Celebration of Diversity	2.2.3 Helping Children Express Emotions	2.3.3 Helping Children Appreciate Perspectives and Contributions of Others
	2.2.4 Helping Children Self-Manage and Regulate Emotions	2.3.4 Encouraging Inventiveness
	2.2.5 Helping Children Identify and Respond to Emotions and Perspectives of Others	2.3.5 Promoting Sense of Curiosity
	2.2.6 Encouraging Prosocial Behaviour	2.3.6 Promoting Engagement and Interest
	2.2.7 Promoting Social Awareness	

DOMAIN 3 FACILITATING LEARNING AND DEVELOPMENT			
Subdomain 3.1 Planning Effective Learning Environments and Experiences	**Subdomain 3.2 Engaging in Child-Centric Practices and Play**	**Subdomain 3.3 Extending Thinking, Language and Learning**	**Subdomain 3.4 Supporting Self-Regulation and Executive Function**
3.1.1 Making Connections Through an Integrated Approach	3.2.1 Exercising Flexibility in Catering to Children's Needs and Interests	3.3.1 Encouraging the Use of Language	3.4.1 Facilitating Self-Management Skills
3.1.2 Catering to Diverse Learners	3.2.2 Empowering Children's Independence	3.3.2 Extending the Use of Language Through Print	3.4.2 Facilitating Self-Regulation Skills
3.1.3 Managing and Maximising Learning Opportunities	3.2.3 Encouraging Children to Make Choices and Decisions	3.3.3 Encouraging Communication and Conversations	3.4.3 Facilitating Working Memory
3.1.4 Providing Various Types of Learning Experiences	3.2.4 Providing Children Opportunities to Lead and Take on Roles	3.3.4 Extending Thinking Through Questioning	3.4.4 Developing Cognitive Flexibility
3.1.5 Establishing Clear Expectations and Guiding Proactively	3.2.5 Engaging Children Through a Variety of Play	3.3.5 Providing Support to Deepen Thinking	3.4.5 Guiding Children in Planning and Organising to Achieve a Goal
3.1.6 Modifying Instruction to Meet Children's Needs	3.2.6 Catering to Children's Level of Engagement	3.3.6 Providing Feedback That Extends Understanding and Deepens Thinking	
		3.3.7 Providing Problem Solving Opportunities	
		3.3.8 Engaging Children in Problem Solving	

QTT Construct

The 46 items are structured in a horizontal progression across three levels, designed to guide educators' professional growth. Each level represents increasing intentionality and quality of practice, though all levels are valuable and essential.

LEVEL ONE	LEVEL TWO	LEVEL THREE
• Basic positive practice • Foundational and fundamental expectations of all educators based on current practices in the field	• More responsive or proactive practices • Educators add value and are more intentional	• More active and advanced facilitation • More child-led; for children to lead or take charge • Higher peer involvement

Notes/Examples

- Not meant to be prescriptive
- Suggested practices to clarify and exemplify the 3 levels

The levels serve as a developmental pathway, mirroring a progression from simple to more complex practices. The tool is not an assessment tool and hence, should not be used for assessment or scoring purposes. They are meant to guide educators to understand where their practices currently are along the trajectory, set meaningful developmental goals and plan their professional growth journey towards quality.

Domain 1

Building Trusting Relationships



Domain 1: Building Trusting Relationships

This domain focuses on creating positive interactions between teachers and children, as well as among children. These interactions should be responsive, reciprocal, respectful and inclusive to create a warm, safe and motivating environment.

Research in both Singapore and internationally has shown that sensitivity in adult-child interactions plays a pivotal role in moulding a child's developmental trajectory. It also predicts executive functioning skills and is associated with important neural structures for young children's social and emotional functioning (Ainsworth, 1989; Burchinal, 2018). In addition, secure attachments and trusting relationships with adults foster a nurturing environment that is conducive to learning and the development of essential foundational skills for children (Rifkin-Graboi et al., 2015; Rifkin-Graboi et al., 2021; Wang et al., 2019). Trusting relationships can be built through engaging teacher-child interactions that are respectful, responsive, and reciprocal (3Rs) (Burchinal et al., 2011; ECDA, 2023; Hamre et al., 2014; Pianta et al., 2016).

Educators can **Build Trusting Relationships** through:

1.1 Engaging in Positive Interactions

1.1.1 Creating a Warm, Safe and Motivating Environment
1.1.2 Facilitating Responsive Interactions
1.1.3 Facilitating Reciprocal Interactions
1.1.4 Supporting Children Through Challenges
1.1.5 Engaging in Inclusive and Respectful Interactions



Subdomain 1.1
Engaging in Positive Interactions

1.1.1 Creating a Warm, Safe and Motivating Environment

LEVEL ONE



Educator **signals**[1] availability or interest.

LEVEL TWO



Educator **responds**[2] to children's needs or interests.

LEVEL THREE



Educator seeks to find out more about children's needs or **interests**[3].

Notes/Examples

1. Through making eye contact, facial expressions, nodding in acknowledgement or calling the child's name.
2. For example, open arm gestures, welcoming children, closer proximity, body positioning at the child's level, offering assistance, or inviting children.
3. For example, through meaningful or relevant conversations, asking questions when noticing something new or extending conversations with children to find out more.

1.1.2 Facilitating Responsive Interactions

LEVEL ONE



Educator is warm or **attentive**[1] to children.

LEVEL TWO



Educator acknowledges children's intention or **action**[2].

LEVEL THREE



Educator responds to children's signals and **leads**[3] **appropriately**[4].

Notes/Examples

1. By observing and responding (e.g., nodding or 'mm-hmm's) to children's verbal or non-verbal cues (e.g., children's body language), and scanning and being observant.
2. For example, by observing, verbalising, repeating, following up or asking questions. Educator might say "I see that you're trying to build a tall tower" or "I noticed you shared your crayons" or "I saw you trying to put on your shoes by yourself."
3. For example, being observant of children's signals and quick to follow the lead of the child or follow up with a response or action.
4. For example, in a timely or undisruptive manner.

1.1.3 Facilitating Reciprocal Interactions

LEVEL ONE



Educator communicates respectfully with all **children**[1].

LEVEL TWO



Educator builds on children's responses to sustain back-and-forth **exchanges**[2].

LEVEL THREE



Educator encourages children to lead interactions or **conversations**[3].

Notes/Examples

1. Consistently in a patient, gentle or warm manner to all children at all times including when disciplining them. For example, addressing children by their names, waiting and listening before responding to children (wait time).
2. For example, responding to children's responses by asking a follow-up question then taking turns and waiting for the child to respond.
3. Creating opportunities for children to express themselves and communicate with others. For example, encouraging children to interact with peers during group or outdoor activities, start a discussion, or ask peers about a favourite toy or experience.

1.1.4 Supporting Children Through Challenges

LEVEL ONE



Educator scans or **identifies**[1] if children are encountering **challenges**[2].

LEVEL TWO



Educator responds to children's **challenges**[2] in a comforting and encouraging **manner**[3].

LEVEL THREE



Educator supports children in managing or **resolving**[4] **challenges**[2].

Notes/Examples

1. Maintaining general awareness of the children in the classroom, including verbal and non-verbal cues, and noticing when children may need assistance.
2. Challenges can include behaviour challenges, possible conflicts, discomfort, difficulties regulating emotions or difficulties understanding. For example, if a child who expresses difficulty or shows signs of discomfort (e.g., crossing arms, turning away, sudden disinterest) may be signalling a challenge with the task itself, or with the emotional experience around it.
3. By validating children's challenges or feelings in a comforting manner and acknowledging their feelings or perspectives. The educator can offer ways to get the child into a calm and receptive state, before exploring how they can manage the situation together through conversations, offering help or suggestions on appropriate ways to approach it.
4. For example, supporting children to use appropriate coping strategies or guiding them in finding a solution.

1.1.5 Engaging in Inclusive and Respectful Interactions

LEVEL ONE



Educator involves or engages all children in interactions.

LEVEL TWO



Educator encourages all children to use positive **language**[1] with their peers.

LEVEL THREE



Educator encourages children to involve all their peers in interactions and **activities**[2]**.**

Notes/Examples

1. Using words, phrases, and tones that promote kindness, respect, encouragement, and support. For example, inclusive language that reflects diversity and is free from bias and stereotypes.

2. By modelling or encouraging positive social behaviours through reminders and prompts (e.g., Educator invites a child to join a group activity by saying, "Would you like to come play with us? We're building a big tower together!") or creating collaborative activities (e.g., "Let's all work together to make a big drawing! We can share and build upon each other's ideas.").

Domain 2

Nurturing Child Well-being



Domain 2: Nurturing Child Well-being

This domain focuses on supporting children's values development, building their social and emotional competencies and fostering learning dispositions. Aligned to the NEL Framework and EYDF, these essential areas weave through all areas of learning to help children develop skills for character building and lifelong learning in a rapidly evolving world (MOE, 2022).

When educators facilitate these areas, they contribute significantly to the children's overall well-being (Harrington et al., 2020; McLeod et al., 2017; Yang et al., 2019), which serves as the foundation for healthy relationships, personal agency, lifelong learning and overall life satisfaction (UNICEF, 2021).

Educators can **Nurture Child Well-being** through:

2.1 Supporting Values Development

- 2.1.1 Developing Values
- 2.1.2 Reinforcing Values
- 2.1.3 Encouraging Awareness, Respect and Celebration of Diversity

2.2 Building Social and Emotional Competencies

- 2.2.1 Helping Children Build Positive Self-Concept
- 2.2.2 Helping Children Identify Emotions
- 2.2.3 Helping Children Express Emotions
- 2.2.4 Helping Children Self-Manage and Regulate Emotions
- 2.2.5 Helping Children Identify and Respond to Emotions and Perspectives of Others
- 2.2.6 Encouraging Prosocial Behaviour
- 2.2.7 Promoting Social Awareness

2.3 Fostering Learning Dispositions

- 2.3.1 Developing Perseverance
- 2.3.2 Fostering Reflectiveness
- 2.3.3 Helping Children Appreciate Perspectives and Contributions of Others
- 2.3.4 Encouraging Inventiveness
- 2.3.5 Promoting Sense of Curiosity
- 2.3.6 Promoting Engagement and Interest



Subdomain 2.1
Supporting Values Development

2.1.1 Developing Values

LEVEL ONE



Educator incorporates **values**[1] into children's **activities**[2].

LEVEL TWO



Educator models or highlights **values**[3] in their interactions with children and others.

LEVEL THREE



Educator facilitates meaningful experiences that encourage children to apply values in real-life **contexts**[4] or understand the importance of values.

Notes/Examples

1. Values include respect, responsibility, care, honesty, collaboration, love, kindness, care, and patience (Centre values or from the EYDF / NEL framework). This includes intentionally planning activities or using explicit teaching.
2. For example, incorporating values into group activities, play or reading. Educators could reinforce the value of 'responsibility' by encouraging children to clean up after free play, take care of classroom materials, and respect school property as it is a shared space.
3. For example, using respectful language, demonstrating integrity through modelling how to admit to mistakes or how to make amends. Educator makes this visible to children by continuously highlighting kindness or respect in action.
4. For example, during planned, intentional or teachable moments. Such as during an outdoor nature walk, educator might bring to children's attention the people who helped to keep the surroundings clean (e.g., neighbourhood cleaners, waste collectors) and share the importance of being kind, respectful and showing them gratitude (e.g., by greeting them, by saying thank you to them, or by involving them in festive celebrations).

2.1.2 Reinforcing Values

LEVEL ONE



Educator acknowledges values **demonstrated**[1].

LEVEL TWO



Educator identifies or explains values practised by children with appropriate **vocabulary**[2].

LEVEL THREE



Educator encourages or reinforces values through **reflecting**[3] with children.

Notes/Examples

1. Values demonstrated in situations in the classroom. For example, behaviours such as sharing, taking turns, and saying thank you, or reminding children to be fair and honest by following the rules in games.

2. For example, educator might observe a child sharing their toys and their peer thanking them. The educator can notice and highlight these kind and caring interactions or behaviours.

3. For example, educators might read a story that promotes telling the truth or being kind to everyone, and get children to reflect on the purpose, what they understand from it and how they can link it to their own lives. Educators can use these reflections during class discussions to explain that integrity involves being truthful and maintaining respectful communication, even when setting healthy boundaries.

2.1.3 Encouraging Awareness, Respect and Celebration of Diversity

LEVEL ONE



Educator **exposes**[1] children to diversity.

LEVEL TWO



Educator encourages appreciation through showcasing or positively discussing different **backgrounds or abilities**[2].

LEVEL THREE



Educator promotes respect and celebration for diversity through encouraging children to recognise, appreciate or share about **diversity**[3].

Notes/Examples

1. By exposing children to experiences that showcase diverse cultures and communities locally and / or globally through a variety of materials (e.g., storybooks, videos, pictures, etc.) and activities.

2. Backgrounds include a child's family and immediate communities (such as the neighbourhood) as well as cultural, educational, social or historical background. Abilities include special abilities, talents or additional needs.

3. Encouraging positive discussions about diversity beyond celebrations or 'tourist' curriculum, for example, discovering similarities despite differences and expressing appreciation and respect for different backgrounds or abilities. For example, educator uses visuals to get children to point out or talk about what they see regarding diversity and how to embrace it. Educator asks guiding questions that encourage children to share what they know about diversity and what they understand about embracing diversity. Other examples include planning activities for children to share more about their backgrounds where children could showcase their family's traditional item(s) or a "Language Day" where they learn each other's mother tongue through games.



Subdomain 2.2
Building Social and Emotional Competencies

2.2.1 Helping Children Build Positive Self-Concept

LEVEL ONE



Educator affirms children's efforts, **strengths or successes**[1].

LEVEL TWO



Educator encourages children to recognise or celebrate their own efforts, strengths or **successes**[2].

LEVEL THREE



Educator encourages children to tap on their strengths to help themselves and **others**[3].

Notes/Examples

1. Through verbally pointing out children's strengths or through positive non-verbal acknowledgement (such as clapping or a thumbs up).
2. For example, by patting their backs, clapping, giving high fives, or cheering.
3. For example, educator might commend the child on his/her good dancing using specific or constructive praise (e.g., "Awesome dance moves! You showed great energy and expression that matched the music.") and ask the child to lead his/her peers in a dance to a song of their choice during circle time.

2.2.2 Helping Children Identify Emotions

LEVEL ONE



Educator identifies and names children's **emotions**[1].

LEVEL TWO



Educator supports children in identifying and naming their **emotions**[2].

LEVEL THREE



Educator guides children to identify reasons or triggers for particular **emotions**[3].

Notes/Examples

1. By observing facial expressions, body language, or the child's tone of voice and offering appropriate vocabulary to label emotions.
2. By asking reflective questions (e.g., "How do you feel right now? Are you feeling happy because you finished the puzzle?"), acknowledging and validating their emotions (e.g., "I can see that you're upset because you didn't get a turn with the toy. It's okay to feel that way. Let's talk about it."), using emotions chart to help children verbalise what they are feeling (happy, sad, etc.) and child-friendly definitions / explanations.
3. Using guiding or prompting questions to help children connect particular emotions to their causes.

2.2.3 Helping Children Express Emotions

LEVEL ONE



Educator positively acknowledges children's **emotions**[1].

LEVEL TWO



Educator supports children in expressing their **emotions**[2].

LEVEL THREE



Educator encourages children to communicate or share their **emotions**[3].

Notes/Examples

1. For example, acknowledges through verbal or nonverbal cues, including drawing or using emotion cards.
2. By helping children verbalise their emotions or through appropriate strategies. For example, creating a safe space or a calm-down corner in the classroom or using questions to elicit children's reflections / thoughts about the activities (e.g., challenges and difficulties faced).
3. For example, by stepping in when necessary to facilitate children's sharing of their feelings / needs with peers (e.g., "Rachel, perhaps you can tell Sandy why you're upset with her and what she said or did that may have hurt you.").

2.2.4 Helping Children Self-Manage and Regulate Emotions

LEVEL ONE



Educator **shares appropriate strategies**[1] for children to manage their emotions.

LEVEL TWO



Educator **models appropriate strategies**[2] for children to **manage**[3] or **regulate**[4] their emotions.

LEVEL THREE



Educator **supports children in selecting or using appropriate strategies**[5] to manage or regulate their emotions.

Notes/Examples

1. Coping strategies such as using the calm down corner to practice breathing exercises or counting down from ten, stories, videos, role-playing, discussing children's emotions.
2. For example, educator explicitly models how they manage their own emotions and offers ways for children to do the same.
3. Managing emotions refers to dealing with and handling emotions in a healthy way as they arise. It involves helping children understand what they feel and finding appropriate ways to cope with those feelings, through words, actions, or seeking support. For example, educator providing time and a safe space for children to process and recognise their emotions (e.g., they are upset) and then either asking for help, taking a break, or saying, "I need some time to think" before continuing the task.
4. Regulating emotions refers to controlling or adjusting emotional responses to situations. For example, calming down, shifting focus, or modifying emotional reactions to ensure they are appropriate for the context.
5. For example, educator might name the child's emotions and ask probing questions, or provide a list of appropriate strategies for child to choose from and remind children of what is appropriate if necessary (e.g., "It's okay to feel upset, but we should not use our hands to hit. We can use our words instead or say that we need to go to the calm down corner.)"

2.2.5 Helping Children Identify and Respond to Emotions and Perspectives of Others

LEVEL ONE



Educator supports children in identifying emotions or perspectives of **others**[1].

LEVEL TWO



Educator guides children in responding appropriately to the emotions or perspectives of **others**[2].

LEVEL THREE



Educator supports children in **reflecting**[3] on how their actions or behaviours may impact others.

Notes/Examples

1. Others can be characters in a story, peers, or adults. For example, through cues, drawing their attention to facial expressions, feelings or body language, by asking questions or by using child-friendly definitions when helping children understand emotions. Modelling empathy or labelling emotions with appropriate vocabulary.

2. For example, through understanding why others may feel this way and how they can respond appropriately. By using aids, role playing, highlighting emotions of characters in a book, using a sock puppet, or using emotion cards. Educator can ask, "How do you think the character feels when this happens and why? What would you feel if it were you? What can we do to make it better?" to encourage children to consider and talk about others' feelings in various situations.

3. Educator prompts children to consider the emotions of others and reflect on the potential effects / consequences of their behaviour, for example by putting themselves into other's shoes.

2.2.6 Encouraging Prosocial Behaviour

LEVEL ONE



Educator acknowledges or **highlights**[1] children's positive social behaviours.

LEVEL TWO



Educator supports or **guides**[2] positive social behaviour.

LEVEL THREE



Educator reinforces children's understanding of positive social behaviour and its **importance**[3].

Notes/Examples

1. For example, responding to positive social behaviours by acknowledging and/or highlighting (e.g., praising the specific behaviour, such as greeting others, saying 'please' and 'thank you' throughout the day, incidences of sharing or kindness, encouraging their peers).

2. For example, by offering suggestions and reminders for sharing, helping, listening attentively, caring, working together, and guiding children when appropriate behaviour is not exhibited.

3. Educator may use strategies such as encouragement, feedback, discussion of importance, or role play. Educator can also use class meetings to discuss and agree upon positive social behaviour and the importance and rationale behind it or come up with suggestions together for children to implement in their daily lives.

2.2.7 Promoting Social Awareness

LEVEL ONE



Educator **acknowledges**[1] when children encounter **differences**[2] amongst their peers.

LEVEL TWO



Educator provides **support**[3] when children encounter differences between peers.

LEVEL THREE



Educator guides children to identify and work through differences **constructively**[4].

Notes/Examples

1. For example, by providing a generic response or remark.
2. Differences could be due to individual differences, or different perspectives, or conflicts arising from situations / issues.
3. For example, by assessing the situation before providing a response that will help the child, through prompts, assistance or facilitation.
4. For example, encouraging children to verbalise their thoughts and feelings, and brainstorm potential solutions together. Educator might say, "What are some of the things that we can do to solve this?"



Subdomain 2.3
Fostering Learning Dispositions

2.3.1 Developing Perseverance

LEVEL ONE



Educator provides **tasks**[1] with appropriate levels of **challenge**[2].

LEVEL TWO



Educator supports children to persevere in both successful and unsuccessful **attempts**[3].

LEVEL THREE



Educator encourages children to consider different approaches or seek **help**[4] when necessary.

Notes/Examples

1. Encompasses any task / activity that educators can provide throughout the day. For example, setting up or cleaning up after activities, building a tall tower or writing their name, catering to children's abilities and needs.
2. Developmentally appropriate, such as providing an ideal level of challenge for children that is neither too easy nor too difficult. Activities and learning opportunities are carefully designed to be both attainable and engaging.
3. Educators can also offer constructive feedback that focuses on improvement and growth, recognise and celebrate children's progress, and value or praise their effort. This helps children to view repeated attempts as a natural and useful part of learning.
4. Educator encourages children to explore various sources of information such as books, or reaching out to peers or teachers for suggestions or support and to offer ways to think differently or adapt their strategies.

2.3.2 Fostering Reflectiveness

LEVEL ONE



Educator models reflective **thinking**[1] by verbalising educator's own **thought processes**[2].

LEVEL TWO



Educator prompts children to reflect on their **experiences**[3].

LEVEL THREE



Educator encourages children to connect their reflections to future **actions**[4].

Notes/Examples

1. Modelling reflective thinking: recalling what they have done, verbalising their thought process, brainstorming possible solutions, reassessing the situation or possible steps for the future and seeking children's input.
2. For example, through self-talk to narrate using child-friendly language.
3. For example, educator might ask questions to prompt children to share their thought processes or experiences with each other, how it made them feel, what they learnt, connect it to other experiences, to encourage ongoing review and critical thinking.
4. Educator might ask guiding questions to prompt children in using their reflections for future actions or choices, such as something they might do differently or improve on, based on what they know now.

2.3.3 Helping Children Appreciate Perspectives and Contributions of Others

LEVEL ONE



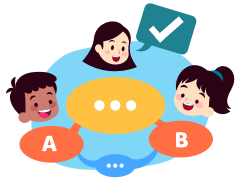
Educator acknowledges contributions of **others**[1].

LEVEL TWO



Educator demonstrates openness or interest in children's different **perspectives**[2].

LEVEL THREE



Educator guides children to appreciate different perspectives and/or **contributions**[3].

Notes/Examples

1. Others can refer to peers or adults.
2. For example, by demonstrating interest through verbal and non-verbal gestures / prompts such as nodding, eye contact, following up with questions or providing encouragement/explaining how their unique perspectives contribute.
3. For example, educator might draw out a mind map (using simple phrases / pictures / words) of children's sharing to help children visualise that their peer's perspectives / contributions can be different from theirs. When having a sharing / discussion, educator emphasises the richer discussions, broader understanding of issues, collaborative input and novel ideas and solutions brought about by different contributions.

2.3.4 Encouraging Inventiveness

LEVEL ONE



Educator shares materials or activities with elements of creativity or **originality**[1].

LEVEL TWO



Educator **supports children**[2] in exploring different **open-ended activities**[3].

LEVEL THREE



Educator creates **opportunities**[4] for children to explore ideas or approaches to things in original or creative ways.

Notes/Examples

1. Educator engages children in interactive strategies such as mystery boxes and hands-on learning opportunities. For example, hand-made materials from recycled, natural or unconventional items such as loose parts.
2. For example, by providing sensory materials, a variety of tools and open-ended prompts for children to explore, discover and experiment through the process of the activity. Educators can affirm and encourage children to explore / experiment with their ideas and support risk taking through providing time, space, showing interest and being involved.
3. Educator provides materials for free-form art and sensory play, such as paints, clay, playdough, sand, water, or construction materials. Children are encouraged to explore these materials freely, experimenting with different elements of art such as textures, colours, and shapes. Educator supports this exploration by asking open-ended questions or prompts to deepen their engagement and creativity.
4. For example, educator may provide loose parts or create an 'innovation station' in the classroom for children to explore and invent.

2.3.5 Promoting Sense of Curiosity

LEVEL ONE



Educator provides opportunities for children to **explore**[1].

LEVEL TWO



Educator **supports**[2] children in actively exploring or asking **questions**[3].

LEVEL THREE



Educator guides or empowers children to find answers to their **questions**[4].

Notes/Examples

1. By providing open-ended materials, hands-on opportunities to interact with resourceful learning environments, indoor or outdoor learning environment (e.g., in nature), field trips, free play and exploration in learning corners, and fostering child-directed activities.

2. For example, by praising children's curiosity and providing informative responses to their questions or by encouraging further exploration (e.g., educator begins a lesson on 'Transportation' and observes that children are interested in 'Land Transport'. The educator sets up a learning corner with a work-in-progress space for children to create their own 'Class City' using printouts of roads and different types of land transport).

3. By providing materials, time or space to sustain / ignite children's interest. Educators can observe, offer suggestions (not solutions), ask prompting questions (such as "I wonder what else we can do with this."), and extend exploration through documentation, letting children return to ongoing explorations, reflecting, connecting to other areas, encouraging exploration and risk taking.

4. By asking, prompting or scaffolding to facilitate discussion of different ideas or solutions during group discussions or during play. Educator encourages children to participate in group discussions where children can share ideas and ask thought-provoking questions. Educator may model discovering answers through research skills such as exploring the topic by looking up information through multiple sources, asking experts or visiting places where appropriate.

2.3.6 Promoting Engagement and Interest

LEVEL ONE



Educator invites children's attention and **interest**[1].

LEVEL TWO



Educator engages children through activities that are relevant, meaningful and interesting to them.

LEVEL THREE



Educator motivates children to suggest or lead activities to make learning enjoyable or **exciting**[2].

Notes/Examples

1. For example, by ringing a bell, creating suspense and excitement through intriguing openings, using call and response strategies, interactive storytelling or interesting props / materials.

2. For example, by encouraging children's suggestions during experiences and allowing different children to take the lead to diversify or enrich the experience. This can be done through idea boxes, child-led projects or games, or by making a child the expert of the day or a teacher helper.

Domain 3

Facilitating Learning and Development



Domain 3: Facilitating Learning and Development

This domain focuses on creating effective learning environments and experiences through thoughtful planning, while embracing child-centric practices and play-based learning. It also emphasises the importance of extending children's thinking, language and learning capabilities, alongside supporting their self-regulation and executive function skills.

Research from the Singapore Kindergarten Impact Project (SKIP) has highlighted this as an area of growth for local preschools. The findings particularly point to opportunities for early childhood practitioners to enhance their skills in engaging children through meaningful conversations and facilitating play-based learning (Bautista et al., 2018; Bautista et al., 2019; Ng et al., 2018).

These insights remind us of the importance of using intentional teaching strategies to support children's learning and development. By focusing on these areas, educators can create more enriching and effective learning experiences that better serve young learners' needs.

Educators can **Facilitate Learning and Development** through:

3.1 Planning Effective Learning Environments and Experiences

- 3.1.1 Making Connections Through an Integrated Approach
- 3.1.2 Catering to Diverse Learners
- 3.1.3 Managing and Maximising Learning Opportunities
- 3.1.4 Providing Various Types of Learning Experiences
- 3.1.5 Establishing Clear Expectations and Guiding Proactively
- 3.1.6 Modifying Instruction to Meet Children's Needs

3.2 Engaging in Child-Centric Practices and Play

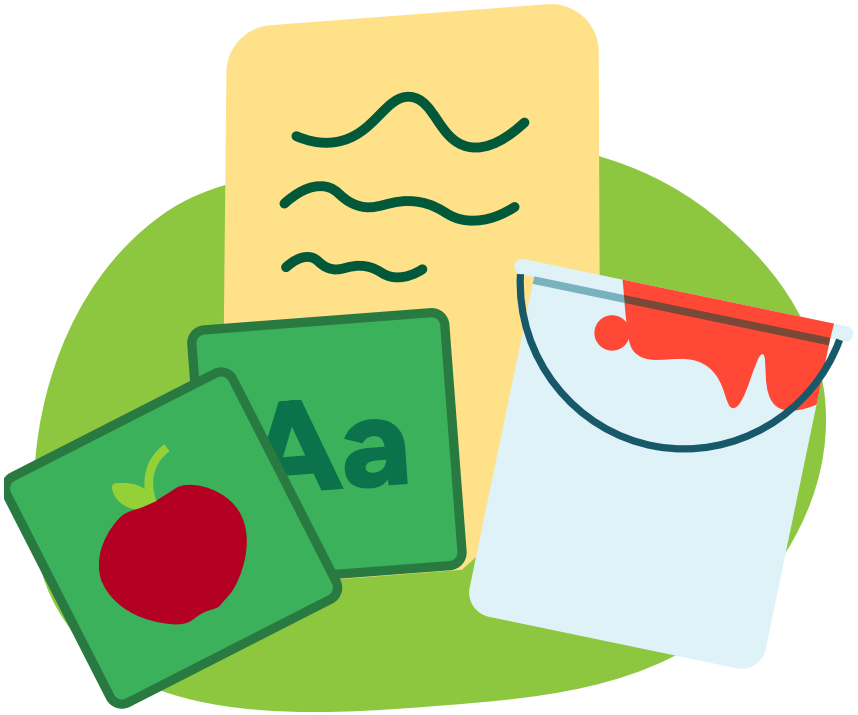
- 3.2.1 Exercising Flexibility in Catering to Children's Needs and Interests
- 3.2.2 Empowering Children's Independence
- 3.2.3 Encouraging Children to Make Choices and Decisions
- 3.2.4 Providing Children Opportunities to Lead and Take on Roles
- 3.2.5 Engaging Children Through a Variety of Play
- 3.2.6 Catering to Children's Level of Engagement

3.3 Extending Thinking, Language and Learning

- 3.3.1 Encouraging the Use of Language
- 3.3.2 Extending the Use of Language Through Print
- 3.3.3 Encouraging Communication and Conversations
- 3.3.4 Extending Thinking Through Questioning
- 3.3.5 Providing Support to Deepen Thinking
- 3.3.6 Providing Feedback That Extends Understanding and Deepens Thinking
- 3.3.7 Providing Problem Solving Opportunities
- 3.3.8 Engaging Children in Problem Solving

3.4 Supporting Self-Regulation and Executive Function

- 3.4.1 Facilitating Self-Management Skills
- 3.4.2 Facilitating Self-Regulation Skills
- 3.4.3 Facilitating Working Memory
- 3.4.4 Developing Cognitive Flexibility
- 3.4.5 Guiding Children in Planning and Organising to Achieve a Goal



Subdomain 3.1
Planning Effective Learning Environments and Experiences

3.1.1 Making Connections Through an Integrated Approach

LEVEL ONE



Educator provides an environment that supports **integrated learning**[1].

LEVEL TWO



Educator conducts **integrated learning experiences**[2].

LEVEL THREE



Educator guides children in **making connections** in their **learning**[3].

Notes/Examples

1. Learning environment to integrate learning across different contexts, learning areas, groups of children, and strands within one learning area.

2. Integrated learning experiences can include different learning areas, children's interests, experiences, learning settings, interactions between various age groups or between learning experiences of children. For example, children are engaged in various activities during warm-ups, play, field trips, outdoor exploration or songs.

3. The educator guides children in making meaningful connections by relating new concepts to their personal experiences, prior knowledge, and interests, and transferring applicable skills and learning across contexts. Educators can also identify and highlight integration in practice, including seizing unplanned but teachable moments. Educators could use everyday examples, such as identifying shapes in the environment or linking art to science, to help children draw connections between different strands of learning area(s).

3.1.2 Catering to Diverse Learners

LEVEL ONE



Educator provides **spaces or materials**[1] to support diverse learners.

LEVEL TWO



Educator uses appropriate **strategies**[2] to cater to children's **diverse abilities or learning needs**[3].

LEVEL THREE



Educator guides children in **adapting**[4] **strategies** to support their abilities or learning needs.

Notes/Examples

1. For example, educators can provide learning spaces with modified materials that provide inclusive learning and create differentiated activities.
2. Strategies include differentiated instruction based on children's needs, flexible grouping, individualised support, scaffolding, adjusting the environment or activity to offer the right amount of support for children to feel supported and independent. These strategies and support can evolve as children develop their skills (e.g., breaking down a complex activity into manageable steps at the start of the year / for new tasks).
3. Range of children's unique development, skills and needs, catering to their strengths, learning styles, preferences and needs. For example, some children may be more sensitive than others to sensory input such as sounds, lights, or textures. A child might find loud noises overwhelming, while another might enjoy sensory-rich activities like playing with sand or water.
4. To encourage children to complete their activity independently with minimal facilitation from educator, with visual supports, assistive tools or sensory considerations. For example, educator provides a word wall with helping words to promote children in crafting their own sentences / spelling certain words during the activity.

3.1.3 Managing and Maximising Learning Opportunities

LEVEL ONE



Educator **organises**[1] routines or transitions to optimise children's wait time.

LEVEL TWO



Educator engages children to **maximise**[2] learning during **routines or transitions**[3].

LEVEL THREE



Educator adapts routines or transitions in response to children's **cues**[4] to maximise learning.

Notes/Examples

1. By dividing children into smaller groups to facilitate transitions / routines, keeping children focused, reducing idle time and making transitions efficient while engaging children.

2. 'Maximise' means to make the most possible use of learning opportunities during routines or transitions. Educators can leverage on teachable moments during clean-up or snack time, into opportunities for children to engage, reflect, and develop skills for prosocial behaviour, communication or problem-solving.

3. Transitions also include the process of moving from an activity to another or attendance taking. Wait time during transitions can be valuable for reflection, practising patience, or taking brain breaks. Educators can balance wait time by keeping children engaged with simple activities or questions, while also allowing time for independent thinking. For example, turning daily greetings into a game to promote interaction, sequencing during hand washing, name recognition during attendance taking or rhyming during circle time.

4. For example, when educator observes that children appear curious about something during routines or transitions, educator engages the children and follows their lead.

3.1.4 Providing Various Types of Learning Experiences

LEVEL ONE



Educator incorporates various types of **groupings**[1] across activities.

LEVEL TWO



Educator incorporates various types of **groupings**[1] within each activity.

LEVEL THREE



Educator empowers children to select the type of **grouping**[1] they want to engage in where possible.

Notes/Examples

1. Various types of groupings includes individual, pair, small group and whole group settings.

3.1.5 Establishing Clear Expectations and Guiding Proactively

LEVEL ONE



Educator communicates expectations that are **positively phrased and developmentally appropriate**[1].

LEVEL TWO



Educator **guides**[2] **children on positive behaviour or expectations**.

LEVEL THREE



Educator involves children in **setting or reviewing expectations in the classroom**[3].

Notes/Examples

1. For example, "use your walking feet or indoor voice" instead of "do not run or do not shout", or "please switch on your listening ears and keep your hands to yourself" instead of "stop talking or touching your friends".
2. Reinforcing expectations, affirming positive behaviour, and using pictures, songs, stories, role-play or discussions.
3. By involving children in discussions to establish essential agreements, discussing and documenting these with children, ongoing reflections on how to modify behaviour or expectations, and communicating rationale behind these expectations. This can happen at the start of the year, adapting class expectations regularly, when issues arise, during group work or play.

3.1.6 Modifying Instruction to Meet Children's Needs

LEVEL ONE



Educator acknowledges when children do not understand a concept or **instruction**[1].

LEVEL TWO



Educator **modifies instruction or content**[2] when children do not understand.

LEVEL THREE



Educator seeks to **identify the reasons** children do not understand and **adapts their approach or strategy**[3] accordingly.

Notes/Examples

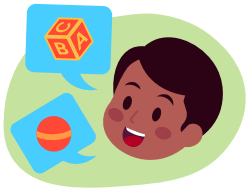
1. By checking in if the child understands through simple verbal or non-verbal communication.
2. For example, by rephrasing the instruction, adapting activities, breaking it down and simplifying concept, using visual supports, alternative concrete examples, or offering different modalities.
3. By asking questions or providing additional activities, reviewing their work, observing or assessing the child's understanding before adapting approach or strategy accordingly. Identifying reasons such as difficulty understanding, child's developmental stage, lack of background knowledge, child's learning style, possible distractions or other barriers.



Subdomain 3.2
Engaging in Child-Centric Practices and Play

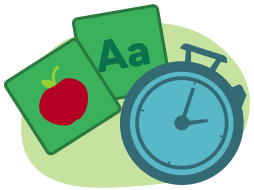
3.2.1 Exercising Flexibility in Catering to Children's Needs and Interests

LEVEL ONE



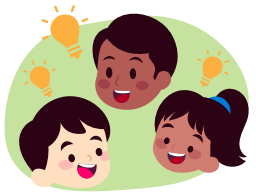
Educator engages in activities that are meaningful or **relevant**[1] to children.

LEVEL TWO



Educator **adapts activities** based on **children's needs or interests**[2].

LEVEL THREE



Educator **exercises flexibility** within planned activities to seek or cater to children's **responses**[3].

Notes/Examples

1. For example, activities suited to children's developmental needs, relatable to their daily lives, connected to their personal experiences, aligned with their interests or themes in class, or child initiated.
2. For example, observing children's cues and providing more time, additional materials or support.
3. For example, creating room for children's choice such as working with a smaller group, or returning to the activity the next day, the use of additional resources or modification of activity.

3.2.2 Empowering Children's Independence

LEVEL ONE



Educator **acknowledges or affirms** children's attempts in tasks[1].

LEVEL TWO



Educator **supports children** to attempt tasks independently before providing assistance[2].

LEVEL THREE



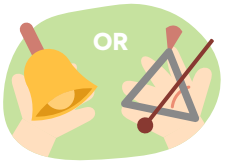
Educator **empowers children**[3] to decide on when or what assistance is needed.

Notes/Examples

1. For example, educator expresses delight at a child's attempt in a task by saying, "Nicely done! I can see that you tried to ...".
2. By checking in with the child before providing support or guidance, if they would like assistance or just suggestions.
3. For example, educator can offer their own assistance, use of a trolley or peer support if a child is carrying something that looks heavy or if a child is cutting a circle, educator can ask if they need help with tracing a circle, holding the paper, or suggestions on how to grip the scissors.

3.2.3 Encouraging Children to Make Choices and Decisions

LEVEL ONE



Educator provides children with **choices**[1].

LEVEL TWO



Educator **respects or affirms** children's choices[2].

LEVEL THREE



Educator **empowers**[3] children to be involved in decision making.

Notes/Examples

1. By providing children with options to select from when it comes to materials or activities.

2. For example, listening to children's voices, encouraging children to express their choices or responding positively to children's choices. The educator can then discuss with children whether their choices can be followed through, and what alternatives are possible.

3. Empowering children includes actively involving children in the decision-making process, eliciting, listening to, reflecting and following through with children's choices, thoughts, opinions or preferences. Children to voice their preferences in various tasks, responding positively to children's choices and following through with them. For example, asking children to discuss ideas for a corner in their classroom or a game to play during outdoor time, or a snack to be made during cookery class and discussing what is feasible.

3.2.4 Providing Children Opportunities to Lead and Take on Roles

LEVEL ONE



Educator provides **simple roles or duties**[1] for children.

LEVEL TWO



Educator **supports** or **affirms**[2] children in taking responsibility for their roles.

LEVEL THREE



Educator **guides** children to **initiate or lead through roles**[3], including of their choice.

Notes/Examples

1. For example, getting children's help with setting up the whiteboard (weather, day of the week, erasing or cleaning the board), preparing materials for an activity, or identifying which peer is absent.
2. The educator can provide guidance on the scope of the role or provide positive support in children's efforts.
3. For example, educators can encourage children to come up with roles by asking for help with specific issues, or by sharing that a line leader, snack helper, new friend buddy or teacher helper is needed.

3.2.5 Engaging Children Through a Variety of Play

LEVEL ONE



Educator **provides time, space and materials** for various **types of play**[1].

LEVEL TWO



Educator **partners with children** to plan and participate in play[2].

LEVEL THREE



Educator **empowers children**[3] to decide on their play.

Notes/Examples

1. Types of play include object, messy, social, dramatic, sensorial, free or child-led play, including during activities. Educators can offer new open-ended materials, flexible time and space for this.
2. By partnering with children in developing the type of play experience to support their needs, interests and goals, and joining in and playing with them.
3. For example, educator can empower children to lead their own play by stepping back and supporting the incorporation of children's ideas, empowering them to be in charge.

3.2.6 Catering to Children's Level of Engagement

LEVEL ONE



Educator **displays awareness** of or acknowledges children's level of engagement[1].

LEVEL TWO



Educator **responds**[2] to children according to their level of engagement.

LEVEL THREE



Educator **adapts strategies**[3] to aid or sustain children's level of engagement.

Notes/Examples

1. Recognising signs of differing levels of engagement such as participation, comprehension, or interest.
2. Through using matched affect (mirroring a child's mood or emotion). For example, showing similar levels of excitement as the children, extending and building on that interest, or encouraging children who may appear distracted or uninterested.
3. For example, adjusting the activity, pace of activity, format, level of challenge, or adapting to children's energy levels.



Subdomain 3.3
Extending Thinking, Language and Learning

3.3.1 Encouraging the Use of Language

LEVEL ONE



Educator models **proper use** of **language**[1].

LEVEL TWO



Educator uses a variety of **strategies**[2] to support children's language development.

LEVEL THREE



Educator creates opportunities for children to **expand**[3] or **extend**[4] each other's language.

Notes/Examples

1. For example, by using grammatically accurate, correct forms of language, rich varied vocabulary, and sentence structures.

2. For example, recast (repeating what a child says, maintaining meaning but correcting grammar or pronunciation), rephrase children's responses, introducing new vocabulary, expressing interest in children's responses (e.g., verbal or non-verbal gestures such as maintaining eye contact), rephrasing children's responses to check for understanding, using wait time (an average of 3 seconds*, depending on the child), using 5W1H (open-ended questions) or using self-talk/ parallel-talk to extend and expand children's responses. **3 seconds is an average example; some children may need a longer wait time.*

3. Expanding refers to adding or building upon children's utterances to make it grammatically complete or add descriptive or rich details (e.g., "Dog woof", "Yes, the dog is barking. He is barking loudly at the other puppy."). For example, by encouraging conversations between peers, using songs or rhymes, playing language games, using simple and explicit instructions, or creating opportunities for children to engage in role-playing with materials such as finger puppets.

4. Extending refers to adding to child's talk by providing additional related information or prompting them to elaborate further. Educators can create opportunities for children to extend each other's language by encouraging peer interactions that involve communication, collaboration, and the sharing of ideas. This helps children develop their vocabulary, sentence structure, and overall language skills through adding details, descriptive or complex language.

3.3.2 Extending the Use of Language Through Print

LEVEL ONE



Educator displays a variety of **print**[1] in the classroom.

LEVEL TWO



Educator uses print to engage children in developing **print awareness**[2].

LEVEL THREE



Educator guides children in **making connections** between new words/ phrases from print to children's experiences[3].

Notes/Examples

1. Includes environmental print such as signs, labels, instructions, schedules, child labels of cubbies, and child documentation of print such as children's work.
2. Print awareness includes understanding that print conveys meaning and can be read aloud or spoken. Educators can intentionally make connections between print (symbol) and what it refers to and the meaning it conveys.
3. For example, by relating newly learnt vocabulary to the world around them, including symbols or print in the child's environment.

3.3.3 Encouraging Communication and Conversations

LEVEL ONE



Educator encourages children to **communicate verbally**[1].

LEVEL TWO



Educator encourages children to **respond**[2] to their peers.

LEVEL THREE



Educator supports children's language in **conversations**[3] with peers.

Notes/Examples

1. For example, asking questions, offering prompts, encouraging children to share thoughts, ideas, feelings, experiences or opinions, offering group or pair discussions or activities.
2. For example, by encouraging children to ask their peers questions or for assistance, by encouraging children to respond to questions or ideas from their peers during group activities.
3. Educators can observe intent and offer ways to verbalise, clarify or elaborate on children's thoughts, encourage children to join conversations, reminding children to listen and take turns, offer wait time, encouraging empathy, or facilitating conflict resolution. Educators can progressively transfer the power, step back and create space for children to lead and sustain conversations.

3.3.4 Extending Thinking Through Questioning

LEVEL ONE



Educator asks a **variety**[1] of questions.

LEVEL TWO



Educator **supports**[2] children in formulating questions and expressing their ideas or opinions.

LEVEL THREE



Educator challenges children's thinking to spark **discussion**[3].

Notes/Examples

1. Includes open-ended, close-ended, tiered questions (e.g., literal, inferential, use of Bloom's Taxonomy). For example, literal questions include labelling / locating, describing, recalling, and completing sentences. Inferential questions include identifying causes, explaining, and reasoning.

2. Strategies include providing wait time, prompt children with questions such as 5W1H (e.g., to analyse characters motivations in a story), creating activities in learning centres that encourage expression of different perspectives.

3. By questioning the rationale / reasons behind children's ideas or suggesting an alternative to children's ideas and encouraging them to think, discuss, and debate on whether their ideas would work.

3.3.5 Providing Support to Deepen Thinking

LEVEL ONE



Educator **acknowledges** children's current abilities or level of understanding[1].

LEVEL TWO



Educator provides **support**[2] in children's learning.

LEVEL THREE



Educator **extends** or **deepens**[3] children's thinking or learning.

Notes/Examples

1. For example, by being aware of children's evolving abilities and skills, and providing verbal / non-verbal acknowledgement.

2. Support includes scaffolding strategies for individual children or groups. For example, asking probing questions, making suggestions, introducing a prop, offering encouragement, using open ended prompts, breaking down complex tasks into simple steps, modelling or demonstrating, and ongoingly adjusting the level of support as necessary.

3. For example, the educator can use Bloom's Taxonomy to ask higher-order questions, offer open-ended provocations to spark thinking, promote in depth exploration, or connect learning to real-world applications.

3.3.6 Providing Feedback That Extends Understanding and Deepens Thinking

LEVEL ONE



Educator provides **feedback**[1] to children on their **learning**[2].

LEVEL TWO



Educator provides specific, timely or individualised feedback for children to make **meaningful connections**[3].

LEVEL THREE



Educator guides children to use feedback to encourage reflection, deepen **understanding** or **thinking**[4].

Notes/Examples

1. By providing feedback on observed effort, strategies used, progress made, or feedforward (providing suggestions, recommendations, or encouragements).
2. Learning goes beyond learning areas or cognitive development, includes social, physical development etc.
3. Meaningful connections include connecting ideas or concepts within or across learning areas, transferring learning and skills from one context to another, or tapping on children's prior knowledge and experiences to construct new knowledge.
4. For example, using specific feedback to guide critical thinking: "I see that you're trying very hard to build a tower, but it keeps falling. The foundation seems a little unstable. I wonder if the shape or size of the blocks matters. Do you notice anything about how they are connected or the spaces between them at the bottom?".

3.3.7 Providing Problem Solving Opportunities

LEVEL ONE



Educator offers **problem-solving opportunities**[1].

LEVEL TWO



Educator **guides children's thinking**[2] during problem-solving.

LEVEL THREE



Educator guides children to **collaboratively problem-solve** or implement their proposed **solutions**[3].

Notes/Examples

1. For example, engaging in simple problem-solving activities such as puzzles, obstacle courses, planning play for their peers, activities with imposed limitations, managing class or school level issues.
2. Offering prompts, guiding or scaffolding questions, subtle hints or cues, or encouraging children to brainstorm.
3. By providing opportunities for children to brainstorm solutions collaboratively, guides discussions on evaluating suggestions, or testing out solutions. For example, when programming using a Bee-Bot, where the children have to find an escape route for the robot using four different commands - "up", "down", "left' and "right".

3.3.8 Engaging Children in Problem Solving

LEVEL ONE



Educator **identifies**[1] problem solving opportunities with children.

LEVEL TWO



Educator **supports**[2] children in brainstorming and / or exploring solutions.

LEVEL THREE



Educator supports children in exploring multiple solutions and / or adjusting their **approaches**[3].

Notes/Examples

1. Educators can capitalise on discussing possible solutions when real-life issues arise including social issues, daily classroom life, social interactions, wider environment or other organic real-life issues.
2. Educators can support children in exploring possible solutions through assisting with documenting, guiding them on how to evaluate different suggestions, providing opportunities to explore or test solutions.
3. Educators can support children in exploring how to test multiple solutions, or try to merge them, guide them on observing the impact or outcomes and adjusting their approaches to achieve a different outcome.



Subdomain 3.4
Supporting Self-Regulation and Executive Function

3.4.1 Facilitating Self-Management Skills

LEVEL ONE



Educator **communicates clear routines**[1] for children to transit through the daily schedule smoothly.

LEVEL TWO



Educator **guides children** in following daily routines and **transitions**[2].

LEVEL THREE



Educator **supports children** in following routines, transitions *(or changes)*, independently or with little assistance[3].

Notes/Examples

1. For example, routines include where to store belongings, movement from one place to another. Displays should be developmentally appropriate, such as accompanying pictures or drawings with text, and placed at children's eye level.

2. Either at the start of or during the day or activity. For example, educator might pre-empt children with regular time checks before transiting to another activity or learning corner (e.g., "5 more minutes before clean-up time!"), setting a timer / playing a transition song to support children during transitions or displaying a visual schedule and running through the schedule regularly.

3. Educator might offer suggestions or discuss alternative activities for dealing with extended wait times or sudden changes in schedule.

3.4.2 Facilitating Self-Regulation Skills

LEVEL ONE



Educator supports children in **focusing**[1] their attention.

LEVEL TWO



Educator guides children to **pause and think** before acting or reacting[2].

LEVEL THREE



Educator empowers children to select **strategies**[3] to manage their attention and / or sustain focus.

Notes/Examples

1. For example, educators can use verbal or non-verbal reminders, incorporate play or movement, time the activities based on children's needs, or avoid distractions. Educators can also offer strategies for mindfulness and concentration.
2. For example, educators can use a pause button (visual representation to make it fun), traffic light (where amber means to slow down and think), or a thinking cloud (verbalising how to think and consider before reacting) in various situations, from taking turns to responding during a conflict.
3. Strategies to refocus include a movement or brain break, asking for help, quiet spaces, looking out the window, fidget toys, timers, or mindfulness techniques.

3.4.3 Facilitating Working Memory

LEVEL ONE



Educator uses **repetition**[1] to help children **retain** information.

LEVEL TWO



Educator uses **strategies**[2] to help children **retrieve information**.

LEVEL THREE



Educator uses a **variety of strategies**[3] to enhance children's **retention or retrieval** of information.

Notes/Examples

1. Educator repeats information with variation in content presentation, phrases, books or songs with repetitive phrases, using chants or repeated readings.

2. Educator uses simple verbal/non-verbal cues, hints, prompts and questions to help children remember or recall information through various modes of retrieval. During an activity, educator might use scaffolding techniques, multi-step instructions, questions, picture sequencing, or 'what is missing' games.

3. Through using pictorial cues, videos or graphic organisers, acronyms, mind maps, organising information with concept diagrams, playing games that require children to recall steps, rules or actions, or connecting to prior knowledge. Educator can encourage children to use these strategies independently to support themselves and their peers.

3.4.4 Developing Cognitive Flexibility

LEVEL ONE



Educator models **cognitive flexibility**[1].

LEVEL TWO



Educator fosters children's cognitive flexibility through providing **opportunities**[2].

LEVEL THREE



Educator supports children in exploring **different strategies** or **approaches**[3].

Notes/Examples

1. Ability to switch between tasks, think about multiple perspectives, shift perspectives, and adjust one's thinking or behaviour in response to changing circumstances. Educators can encourage adaptability and open-minded thinking when changes occur such as to task requirements, planned activities or expectations and make this explicit and visible to children.

2. Opportunities to promote flexible thinking through providing open-ended materials, presenting problem-solving activities or tasks with multiple solutions (e.g., sorting various bottle caps by either colour or size), encouraging different perspectives, considering hypothetical situations, variations in games, routines (e.g., let's line up based on our height today) and improvisational play.

3. For example, brainstorming alternative activities when outdoor play gets cancelled due to weather conditions, or highlighting problem solving during the day (e.g., 'We need to clean up, but all the toys are not sorted correctly, how can we fix this before moving on to the next activity?').

3.4.5 Guiding Children in Planning and Organising to Achieve a Goal

LEVEL ONE



Educator helps children in **setting goals**[1].

LEVEL TWO



Educator guides children in developing plans or steps to **achieve a goal**[2].

LEVEL THREE



Educator supports children to achieve their goals and / or **reflect on next steps**[3].

Notes/Examples

1. For example, through affirmation or step-by-step guidance, thinking aloud or brainstorming.
2. For example, educator helps children break their goal down into manageable steps and plans.
3. Educator checks in with children, monitors progress, discusses strategies to achieve goals, reflects on what worked, what did not and how to revise goals through constructive feedback.

QTT User Guide



User Guide for Educators

The QTT User Guide is designed to help educators systematically evaluate and enhance your teaching practices within your chosen subdomain. Through the reflection log, you will identify your current level by providing concrete evidence of practice as you create a clear baseline from which to grow. Following this, you will create specific and actionable goals to further enhance your professional growth. This targeted approach is essential as quality teaching practices directly impact children's learning outcomes, enhancing learning experiences in your classroom to provide opportunities for children to achieve their potential.



Educators can use the QTT to:

- Identify their current level, strengths and areas for improvement
- Establish common benchmarks for quality teaching
- Guide their reflection and evolvement of practice
- Create a community of practice and reflection

Let's get Started!



To facilitate your reflection and professional development, educators can use the QTT Educator's Reflection Log (Annex A). Each log will be used for one item. Educators could work on multiple items at a time.

Part 1: Self-Assessment and Reflection

Step 1 - Identify Your Current Level

- Review the QTT Domains and Subdomains to select an area of focus
- Your area of focus could stem from your own observations or observations by or feedback from your peers, mentors or supervisors
- Assess where you currently stand on the proficiency scale

Possible reflective questions:
- Where do my current practices fit along the three levels?
- What do these quality indicator(s) mean in practice?
- When I look back at my teaching practice, how consistently do I demonstrate this practice?

- Record your current level

Step 2 - Providing Evidence for your Rating

- Reflect on specific examples from your teaching practice
- Document concrete evidence that demonstrates the indicator
- Think about classroom observations, feedback received or interactions with children

Possible reflective questions:
- Can I describe three specific instances from the past month where I demonstrated this indicator?
- What did I say or do that shows this practice in action?

- Be specific (e.g. "When Jonathan was crying because he did not get enough time to play at the manipulative corner, I recognised his emotion by telling him that I could see he was feeling very upset" instead of "I identified and named a child's emotion last week")

Step 3 - Determining Your Next Level

- Identify the next level up from your current practice
- Consider what specific improvements could move you to the next level



Part 2: Establishing Action Plan



Step 1 - Creating Actionable Goals

- Think about actions that would demonstrate this indicator (e.g. actions embedded in your lesson plans, or taken during routine time)
- As you think about each goal, consider when you intend to achieve it (e.g., next week, within a month, or on a weekly basis)
- Make your goals SMART (Specific, Measurable, Achievable, Relevant and Time-bound)
- Try to create three goals

Step 2 - Timeline Planning

- Set realistic deadlines for each goal
- Consider your teaching schedule, your school calendar and other commitments
- Build in some buffer time for unexpected challenges

Part 3: Achievement Tracking

Step 1 - Progress Review

- Regularly review your progress with a quick check-in every week
- Document evidence of achievements
- Celebrate small wins along the way!

You can share your professional development plans with your peers, mentors and supervisors to get support in achieving your goals.



Tips for Effective Reflection:

- Be honest in your self-assessment. This helps chart authentic professional growth!
- Use specific examples instead of general statements
- Consider engaging colleagues or mentors in creating goals or validating your self-assessment
- Review and update regularly

User Guide for Centre Leaders and Mentors

This QTT User Guide is designed to help centre leaders and mentors systematically support educators in evaluating and enhancing their teaching practices within targeted subdomains. Through collaborative use of the reflection log, you will guide educators to identify their current level by examining concrete evidence of practice, creating a clear baseline for professional growth. Together, you will craft specific and actionable goals that drive meaningful professional development to improve pedagogical practices. This structured mentoring approach is essential, as your guidance in improving quality teaching practices directly impact children's learning outcomes, helping educators create enhanced learning experiences that provide opportunities for all children.



Mentors and Centre Leaders can use the QTT to:

- Support educators in identifying their current level, strengths, and areas for improvement
- Establish common benchmarks for quality teaching across your centre or team
- Facilitate meaningful reflection and systematic improvement of teaching practice
- Create a collaborative community of practice focused on continuous improvement
- Provide targeted professional development

Let's get Started!



Part 1: Building Rapport

Before diving into the mentoring process, mentors should build rapport and trust with the mentee. You could reference the Mentoring Guide, Chapter 4: Starting Right[6].

Part 2: Selecting an Area of Focus

Step 1 - Identifying the Subdomain Focus

To begin, mentors will need to determine a subdomain (e.g. Subdomain 2.3 Fostering Learning Dispositions) to work on with your educator. This collaborative decision can be made through any of the following methods:

Method 1: Educator Self-Evaluation

- Review your educator's completed QTT Reflection Logs
- Look for patterns in their self-identified areas for growth
- Discuss their reflections and validate their self-assessment
- Consider areas of concern the educator raises

Method 2: Formal Data

- Analyse classroom observation forms, self-appraisal reports or learning needs analyses
- Examine feedback from the educator

Method 3: Collaborative Observation and Discussion

- Conduct classroom observations with the educator
- Engage in post-observation discussions about teaching practices
- Mentor and assist the educator in collaboratively selecting a target area to work on

[6] Source: Mentoring Matters: A Mentoring Guide for Early Childhood Professionals (2025), p.41

Part 3: Professional Development Intervention

Step 1 - Brainstorm Options for Professional Development Opportunities

Once a subdomain focus has been identified, document the following in your mentoring log and begin preparing and planning for suitable professional development interventions for the educator.

Mentors will need to reflect on possible professional development opportunities to guide educator in building foundational knowledge and competencies to achieve indicators within the selected subdomain.

Types of Professional Development Interventions to Consider:

External courses	Workshops, conferences, training programmes by external providers
Internal courses	Centre-based professional learning sessions, centre-based training
Peer observation	Structured opportunities to observe fellow educators
Reading discussions	Professional literature provided by mentors on subdomain with follow-up discussions
Practitioner Inquiry Projects	Small-scale classroom-based research initiatives



Step 2 - Record Professional Development Plan

Indicate in the Professional Development Intervention column, the planned professional development activity, timeline, etc.

Part 4: Establishing an Action Plan

Step 1 - Selecting Specific Items to Work On

After the professional development intervention has been completed, mentors and educators will identify two to three specific items within the subdomain to focus on. This targeted approach allows for deeper and more meaningful development, with opportunities to apply learning in daily practice.

Mentors will then use the QTT Educator's Reflection Log (Annex A) to work with educators to establish their current level of practice and identify the next level within each selected item.

Note: Refer to the User Guide for Educators for details on how to use the Educator's Reflection Log

To determine the current level, mentors can:

- Guide the educator through honest self-assessment using the reflective questions from the User Guide for Educators
- Provide your perspective based on observations and evidence
- Reach consensus on the current level through professional dialogue
- Ensure the rating is based on consistent practice, not isolated incidents

To identify possible goals for the next level, mentors can:

- Discuss what progression to the next level would look like in practice
- Ensure the target level is achievable within the agreed timeframe
- Connect the next level to the educator's professional goals and children's needs



Step 2 - Creating Actionable Goals

To facilitate creating actionable goals, you can:

- Encourage goal-setting that is SMART (Specific, Measurable, Achievable, Relevant and Time-bound)
- Ensure goals directly address the gap between current and next level
- Connect goals to the planned professional development intervention
- Establish clear success criteria and methods for collecting evidence

Part 5: Achievement Tracking

Set Up a Regular Check-In Schedule

Mentors should establish regular check-ins with the educator. Check-ins can be weekly or monthly. Some factors to consider when scheduling check-ins include schedules of both the mentor and mentee or goal timeline.



What happens during a check-in?

- Review of goals and progress
- Gather any evidence collected since the last check-in
- Share thoughts and emotions on process and progress
- Prepare and discuss specific questions on observations or challenges, if any
- Schedule observations, if necessary
- Identify strengths and next steps for continued growth
- Set up the next meeting

Annex A: QTT Educator's Reflection Log

Name: _____ **Date:** _____

The item that I would like to work on is

My Current Level	Reason(s) for my rating Evidence: How have I demonstrated this indicator?

My next level is	

My Personal Professional Development Plan

Goal	When?	Achieved?

End of Evaluation

Did I achieve my goal(s)? (What challenges or obstacles did I encounter while working toward my goals? How did I address these challenges, and what would I do differently the next time?)

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