ECCC2025
Frequently Asked Questions on Quality Teaching Tool (QTT)

1. What is the Quality Teaching Tool (QTT)?

The Quality Teaching Tool (QTT) is the first pedagogical tool designed to support teachers' self-evaluation and self-reflection as Early Childhood (EC) educators in Singapore. It provides a common language for educators on what constitutes quality teaching for children aged two to six years old based on local and international research, theories and principles.

Developed in alignment with the Skills Framework for Early Childhood (SFw EC) and our local learning and development frameworks i.e. Early Years Development Framework (EYDF) and Nurturing Early Learners (NEL) Framework, the QTT is supported by scientific empirical evidence on teaching strategies that are associated with positive developmental and learning outcomes.

It supports educators in their professional development to identify their strengths and areas of growth in their practices, pedagogies and interactions with children.

2. Who developed the QTT?

The Early Childhood Development Agency (ECDA) and the National Institute of Education (NIE) co-developed the QTT based on international research on quality EC teaching and with input from local EC professionals. ECDA and NIE collaborated with approximately 125 preschools to conduct observations in 400 classrooms to test and refine the tool.

3. What are the objectives of the QTT?

QTT aims to:
a) establish a common understanding on what constitutes quality teaching and learning for the preschool years in Singapore's context,

b) guide practitioners on effective pedagogical practices that promote the holistic development and well-being of children.

4. What are the key features of the QTT?

The QTT comprises 3 domains, 8 subdomains and 46 items that target key areas of quality teaching leading to positive child outcomes. The tool will support young children's well-being, learning and holistic development by specifying educators' behavioural indicators in three key domains:

a) Build trusting relationships between educators and children by fostering positive interactions to create a warm, safe and motivating environment for the children.
b) Promote children's well-being by nurturing good values, building social and emotional competencies and instilling positive learning dispositions.
c) Design learning environment and experiences that engage children in play, extend their thinking and language development, and develop their self-regulation and executive function.

5. Who is the QTT intended for?

The QTT is a pedagogical tool designed for educators working with children aged two to six years old. It provides a common language that helps educators identify their strengths, areas for growth and professional development needs.

This tool enables early childhood educators to engage in meaningful self-evaluation and self-reflection, while also supporting leaders and mentors to provide structured feedback and guidance.

6. How can individuals or organisations access the QTT?

The QTT is available on ECDA's official website: https://go.gov.sg/ecda-qtt

7. Is the QTT aligned to the learning and development frameworks in Early Childhood?

The QTT has been developed in alignment with the revised Early Years Development Framework (EYDF) and Nurturing Early Learners (NEL) Framework to support children's well-being, learning and holistic development. While these learning and development frameworks for children from birth to 6 years old guide educators to design and plan the curriculum, the QTT will guide educators in delivering the planned curriculum through quality pedagogical practices.

8. Is QTT an appraisal tool to assess educators' teaching practices and lesson delivery in the classroom?

QTT is not an appraisal tool to evaluate educators' teaching performance. The primary purpose of QTT is to offer a common language to foster continuous improvements in educators' teaching practice. It is a professional development tool intended to help educators reflect on and improve their teaching practice, both individually and with others.

9. **When will the QTT be implemented in preschools?**

   The QTT will be rolled out to preschools from the second half of 2025. Preschools are strongly encouraged to leverage the QTT to enhance their educators' pedagogical practices to better support children's well-being, learning and holistic development.

10. **What training and support is available for educators to effectively use the QTT?**

    The QTT is available at this link to support educators in reflecting on and evaluating their own teaching practices. To further support educators on the use of QTT, ECDA will be providing training for QTT on the practical application of the tool. Further details on the training will be communicated to early childhood professionals in the first half of 2026.

11. **What is the linkage between QTT and SPARK 2.0?**

    SPARK 2.0 builds on the foundation of structures and processes established through the past decade and is designed to facilitate preschools' reflection and self-appraisal. It looks at centre quality and sets standards for centres' processes and practices in leadership, staff management, partnerships and teaching and learning. SPARK 2.0 emphasises on preschools' self-appraisal and promotes a mindset of ownership, reflective practice and continuous quality improvement.

    QTT, a pedagogical tool that supports individual professional development, enables educators to reflect on their teaching practices, identifying their strengths and areas for growth. Centre leaders and mentors are encouraged to leverage this tool to initiate meaningful conversations about quality teaching with their educators.

    Adoption of QTT would help to foster a culture of reflective practice and raise the quality of teaching and learning in the classrooms and in turn contribute to overall centre quality.