

## A. REVISED EYDF EDUCATORS' GUIDE

The Educators' Guide (EG) complements the [EYDF 2023](#) as it is designed to help educators put into practice the key concepts specified in the Framework. The EG:

- a. Illustrates how educators can apply the C.H.I.L.D. guiding principles when meeting the needs of children and promoting their holistic development.
- b. Explains how educators can perform the roles identified in the EYDF in alignment with the guiding principles to enhance children's learning and development.
- c. Suggests strategies and ideas that educators can consider when they plan learning experiences that build on children's growing interests and competencies in four areas of development: Cognitive, Communication and Language, Physical, and Social and Emotional.

## B. FREQUENTLY ASKED QUESTIONS

### 1. What are the key changes in the revised EYDF Educators' Guide?

#### a. More Practice-based Scenarios

More examples, scenarios, and case studies set in the local context are provided in the revised EG to illustrate how educators can apply the guiding principles introduced in EYDF 2023 in their daily practice and interactions with children. These examples also demonstrate how educators can perform the different roles identified in the EYDF in the early years settings, as they plan and facilitate meaningful experiences and collaborate with families and the community to promote children's well-being, learning, and development.

#### b. Examples of Activity Ideas / Learning Experiences Included

In line with the greater prominence given to the four areas of development (Cognitive, Communication and Language, Physical, Social and Emotional) and their corresponding Developmental Goals (DGs) in the EYDF 2023, the revised EG provides further guidance on how to support children in these four areas in achieving the DGs. Educators can take reference from the examples of activity ideas provided when designing the learning environment and planning developmentally appropriate learning experiences for each area of development.

#### c. Reflective Exercises Embedded

Reflective exercises are embedded within selected sections and chapters of the revised EG to encourage educators to reflect on how they can improve their current practices. These exercises can also serve as talking points during meetings and discussions among educators.

### 2. How can preschools or educators use the revised EYDF Educators' Guide to plan and facilitate meaningful experiences for children?

The revised EG complements the EYDF 2023, which emphasises the importance of adopting a child-centric approach and proposes a set of guiding principles for planning, designing, and facilitating learning experiences to promote the holistic development of children.

Educators can adopt the various tips and strategies outlined in the revised EG to support and enhance their teaching pedagogy and make references to the accompanying scenarios and activity ideas to guide their professional practice.

Reflective exercises within the EG, which provide case scenarios and guiding questions, encourage educators to critically analyse their practices, strategies, and quality of interactions with the children and think of ways to better meet children's growing interests and competencies.

## **A. QUALITY TEACHING TOOL**

The Quality Teaching Tool (QTT) is a pedagogical tool that is developed for EC professionals in Singapore. Educators can use the tool to identify their strengths, areas of growth and hone their pedagogical skills in partnership with their centre leaders and senior educators, thereby promoting self-reflection and strengthening collaborative professional learning.

## **B. FREQUENTLY ASKED QUESTIONS**

### **1. Who developed the QTT?**

ECDA and the National Institute for Education (NIE) co-developed the QTT based on extensive empirical research on quality EC teaching practices and tools used internationally, as well as focus group discussions with local EC professionals. ECDA and NIE collaborated with approximately 125 preschools to conduct observations in 400 classrooms to test and refine the tool for enhanced validity and reliability.

Preschools are strongly encouraged to use the QTT to enhance their educators' teaching practices and promote optimal child development. Those participating in the QTT pilot or interested in adopting the QTT will be invited to join as early adopters.

### **2. What are the objectives of the QTT?**

As the EC sector develops over the years, it is important to develop a tool to establish a common understanding on what constitutes quality teaching and learning for the preschool years in Singapore's context.

Fundamentally, the QTT aims to guide practitioners on effective pedagogical practices that promote the holistic development and well-being of children.

### **3. What are the key features of the QTT?**

The QTT 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 functions.

#### **4. How can the QTT help in improving educators' teaching practices?**

The QTT will promote educators' professional learning and growth through improving their pedagogical skills. Educators can use the QTT to evaluate and hone their own pedagogical practices, as well as with the help of supervisors, mentors and colleagues to identify their strengths and areas of growth. In addition, to support children's learning and development, educators could adopt the QTT to guide them in designing meaningful learning experiences and facilitating quality interactions with the children.

#### **5. 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 formulate the curriculum, the QTT will guide educators to deliver the formulated curriculum through quality pedagogical practices.

#### **6. How will the QTT complement the revised mentoring guide in promoting the educators' professional development?**

The revised mentoring guide is a step-by-step guide with conversation prompts to support mentors in each stage of the mentoring process. Mentors and their mentees can reference the QTT to reflect and work on improving pedagogical practices.

#### **7. Will the revised SPARK instrument take into consideration the QTT?**

SPARK is currently undergoing review to ensure the revised instrument continue to guide preschools on their quality improvement journey. The QTT is developed as a professional development tool which focuses on improving educators' pedagogical practices. In revising the SPARK instrument, we will ensure alignment between SPARK's teaching and learning criteria and the QTT.

#### **8. How is QTT related to SPARK assessment? Would it be used for assessment?**

The QTT is a developmental tool which aims to improve pedagogical practices of educators and will not be used for SPARK assessments. Adopting the QTT will help preschools improve their classroom practices and achieve better performance in teaching and learning aspects of the revised SPARK instrument.

#### **9. When will the QTT be implemented in preschools? Is it compulsory?**

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 learning and development. Preschools which are involved in the piloting of the QTT and those which are keen to adopt the QTT will be invited to come on board as early adopters.

#### **10. How will preschools be supported in implementing QTT?**

Training on the use of QTT will be rolled out in the second half of 2025.

## A. REVISED MENTORING GUIDE

The revised Mentoring Guide is an enhanced version of the 2016 *Mentoring Matters* e-book. It is a resource for early childhood educators and leaders to implement effective and sustainable mentoring within their organisations. It aims to promote good practices in mentoring by advocating for a structured and collaborative process that supports the professional growth of both mentors and mentees.

## B. FREQUENTLY ASKED QUESTIONS

### 1. What has been updated in the revised Mentoring Guide?

To further strengthen mentoring practices in the early childhood sector, the revised guide provides more practical guidance on the mentoring process, aligning with important EC-related documents such as the Skills Framework for Early Childhood and Continuing Professional Development (CPD) Roadmaps.

The guide emphasises reflective practice and collaborative partnership between mentors and mentees. It includes practical pointers and conversation prompts to guide mentors through each stage of the mentoring process. Additionally, the mentoring resources have been enhanced to better support the mentoring process.

### 2. Who is the revised Mentoring Guide intended for?

The guide is designed primarily for two groups of EC professionals:

#### a. Mentors

- Educators who are new to mentoring may find this guide useful in supporting their mentee through a structured mentoring process with the suggested resources.
- Experienced mentors may also find this guide useful as a refresher to reflect on their current mentoring practices.

#### b. Centre leaders and HQ personnel

Beyond the experienced educators, we hope that this guide will also be useful to centre leaders and HQ personnel who are keen to enhance the mentoring practices within their centres/organisations. Research has shown that strong support from the organisation and centre leaders is crucial to the success of mentoring.

### 3. How can individuals or organisations access the revised mentoring guide?

The revised Mentoring Guide will be made available on ECDA's official website.

#### **4. How can EC Professionals use the revised Mentoring Guide?**

EC Professionals can benefit from the guide by gaining a deeper understanding of the mentoring process, identifying important elements needed for a positive mentoring relationship and reflecting on their own mentoring practices. Mentors are encouraged to use this guide as a resource to deepen their knowledge and practices in mentoring.

Additionally, the inclusion of case studies and 'Pause & Ponder' segments encourages reflective thinking among mentors, enabling them to evaluate their mentoring practices. This helps mentors to refine their strategies and approaches to enhance relationships with their mentees and ultimately support the professional development of educators in the EC sector.

Centre Leaders can use the guide to assess existing mentoring practices in their preschools and consider adopting the best practices outlined in the guide. By aligning with key EC-related documents such as the Skills Framework for Early Childhood and the CPD Roadmaps, the revised Mentoring Guide ensures its relevance and alignment with the skills and competencies required of educators based on their specific job roles.

#### **5. Is the revised Mentoring Guide applicable for Early Intervention (EI) educators as well?**

EI educators are encouraged to adapt the practices and resources shared in this guide to the specific context, unique requirements and circumstances of their EI setting.

#### **6. Are there any training sessions or workshops planned to complement the revised Mentoring Guide?**

Educators may sign up for existing mentoring-related courses listed in the CPD prospectus. There are also plans for ECDA to collaborate with training providers to update their course content in alignment with the revised Mentoring Guide.

## A. ECDA SCHOLARSHIPS AND TRAINING AWARDS

### ECDA Scholarship

The ECDA Scholarship supports promising in-service educators who have demonstrated leadership potential and are committed to taking on larger roles in their organisation or in the early childhood sector. Applicants need to demonstrate the skills and competency level of at least a Senior Infant Educator/Senior Early Years Educator/Senior Pre-School Educator. The ECDA Scholarship is part of ECDA's talent development efforts for the sector.

The following part-time programmes are supported under the Scholarship:

	<b>Institution</b>	<b>Course</b>
1	National Institute of Education	Master of Education (Early Childhood)
2	Singapore University of Social Sciences	Master of Early Childhood Education
3	Singapore University of Social Sciences	Bachelor of Early Childhood Education
4	Singapore University of Social Sciences	Bachelor of Early Childhood and Chinese Language Education

### ECDA Training Award

The ECDA Training Award (TA) aims to support students who are passionate about working with children and who wish to pursue a career in the early childhood sector. It is open to Singapore Citizen or Permanent Resident students undergoing full-time professional early childhood courses at National Institute of Early Childhood Development or NIEC [ITE, Ngee Ann Polytechnic (NP) and Temasek Polytechnic (TP)] and the Singapore University of Social Sciences (SUSS).

The TA provides students with full sponsorship of their course fees, learning resource grants, professional development grant, monthly study allowances and professional networking opportunities that allow them to connect with the larger EC fraternity.

TA recipients are required to fulfil a year's bond to the early childhood sector for every year of support received, upon course completion.



Students can receive the following benefits:

<b>Benefits</b>	<b>Training Award (ITE)</b>	<b>Training Award (Polytechnic)</b>	<b>Training Award (University)</b>
Full-Course Sponsorship <sup>1</sup>	\$1,300 (\$650 per year based on 2-year sponsorship)	\$9,000 (\$3,000 per year based on 3-year sponsorship)	\$33,600 (\$8,400 per year based on 4-year sponsorship)
Learning Resource Grant (One-off)	\$1,000	\$1,050	\$1,050
Professional Development Grant (Capped at \$1,000 per academic year on a reimbursement basis)	\$2,000 (Based on 2-years)	\$3,000 (Based on 3-years)	\$4,000 (Based on 4-years)
Monthly Study Allowance	\$12,000 (\$500 per month based on 2-year sponsorship)	\$28,800 (\$800 per month based on 3-year sponsorship)	\$38,400 (\$800 per month based on 4-year sponsorship)
<b>Max Total Value</b>	<b>\$16,300</b>	<b>\$41,850</b>	<b>\$77,050</b>

## **B. FREQUENTLY ASKED QUESTIONS**

### **1. How do the ECDA Training Awards support the sector's manpower needs and uplift the EC profession?**

ECDA offers the TA to encourage post-secondary students to pursue EC courses at National Institute of Early Childhood and Singapore University of Social Sciences (SUSS) and join the sector upon graduation.

ECDA also widens our outreach efforts to incumbent non-TA students. These include organising sector orientations for all EC students to gain greater exposure to the sector and Teachers' Day celebrations at the Institutes of Higher Learning (IHLs) to build a stronger sense of belonging and identity to the EC fraternity.

<sup>1</sup> Singapore Citizen students receive full-course sponsorship. Singapore Permanent Residents receive the same value of course sponsorship, but would be required to top-up as they are charged higher fees.

ECDA has also extended the Training Award (University) to the full-time Bachelor of Early Childhood Education (with Minor) with SUSS since July 2017, improving the pathway for individuals from other backgrounds to join the EC profession (e.g., GCE A-Level and non-EC diploma route).

**2. What is the purpose of the ECDA TA Commendation Award, and what will recipients receive?**

Introduced in 2017, the Commendation Award recognises TA recipients who have performed well during their course. Recipients of the Commendation Award are students who are excellent role models for their peers. They have performed consistently well in their courses and displayed outstanding conduct and leadership qualities

All graduating TA recipients taking the full-time Higher NITEC, Diploma or Degree course in ECE can qualify for the Award. Each commendation awardee will receive a certificate and a cash prize of \$1,000 during the ECDA Scholarships and Training Awards Presentation Ceremony.

Awardees are selected based on several factors, including their leadership abilities and potential to contribute to the sector. Students are first nominated by their respective lecturers at the Institutes of Higher Learning before going through an interview with ECDA.