Introduction
As young children in Singapore spend more time in preschools, it has become increasingly important to determine the influence and significance of their preschool experience.

In this study, we focus on the nature and impact of teacher-child interactions, which along with other structural factors, are used to arrive at an overall measure of the quality of the children’s learning experiences.

Our main aim is to examine how these process and structural factors, together with factors associated with home background, influence children’s developmental outcomes across the preschool period. We are also interested in their influence on school readiness. Specifically, we focus on their impact on the development of children’s mathematical, language, cognitive, and socio-emotional skills.

Objectives
1. To examine classroom experiences in and across different preschools
2. To identify variables that contribute to individual differences in
   - academic,
   - socio-emotional and,
   - cognitive skills.
3. To examine the short-term and long-term impacts of preschool classroom experiences on children’s
   - academic,
   - cognitive and
   - socio-emotional outcomes
4. To examine whether and how the nature of successful teacher-child interactions may differ depending on the child’s skills at entry to K1.
5. To examine the development of English and Mother Tongue language and literacy skills and consider what influences successful development in the four languages.
6. To provide policy and curricula recommendations, and to ensure continuity and sustainability of the research through capacity building and close collaboration with stake-holders.
Methods

We recruited 1500 children from approximately 80 preschools that represent the main preschool providers. Our recruitment also targeted preschools that vary in time spent on Mother Tongue tuition, with the aim of addressing policy questions regarding factors that lead to better language and literacy development in both English and Mother Tongue languages. We examine factors such as:

1. Time spent on Mother Tongue,
2. Quality of the teacher-child interaction,
3. Home language environment.

Data collection started in 2015 and spread across 4 time-points:

- **1st Time-point**: Entry at K1
- **2nd Time-point**: End of K1
- **3rd Time-point**: Middle of K2
- **4th Time-point**: Entry at P1

Parents, teachers and children were involved at each time-point. At the 1st time-point, we gathered information from parents about the child’s home environment and collected information about the teacher’s professional background. A battery of child outcome measures is used across all time-points to assess the child’s:

i. numeracy skills
ii. language and literacy skills
iii. cognitive skills
iv. socio-emotional skills

We also conducted classroom observations at the 1st and 3rd time point to examine the quality of teacher-child interactions and the kindergarten environment. Pilot testing commenced in October 2014 to fine-tune the assessments.

Findings

More details on findings will be shared later.