

The ECE Landscape in Singapore: Analysis of Current Trends, Issues, and Prospect for a Cosmopolitan Outlook

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Abstract

This critical analysis essay investigates the recent trends and issues of Early Childhood Education (ECE) in Singapore by triggering a cosmopolitan outlook for the future. Trends are introduced by reviewing recent government initiatives. Issues are examined by analyzing and incorporating the related scholarly studies and my exploration of teachers' reflections about such changes. The critical analysis is made with multiple discourses to interpret trends and issues in Singapore. These trends include inquiry-based learning, child-centeredness, and teachers as reflective thinkers. The issues consist of teachers' grappling to adapt to the local traditions of efficiency- and standardized-oriented education for the global trends. The future landscape argues for adopting cosmopolitanism, instead of being "universalized" in a narrow way (which is standardized and homogenized by the worldwide views; usually dominated by the western perspectives only). In globalization, cosmopolitanism prevails in both a local context and foreign cultures through emphasizing education as an evolving process to uphold the local traditions and be open to the new possibilities. A cosmopolitan outlook including a cosmopolitan teacher and cosmopolitan ECE is argued and proposed for the future landscape by drawing upon Hansen's (2010), Luke (2004), and Popkewitz's (2003, 2007) works.

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Introduction

Singapore has been engaged in an educational movement in this decade to transform the traditional academic-and instruction-driven education into inquiry-based and child-centered approaches. As being an independent nation for 44 years, Singapore has performed commendably well in its strong economics and stabilized society. In order to make the country consistently thrive, education in Singapore has played an important role to make changes and innovation to accommodate itself to the global movement. More recently, emphasises in Singapore have placed on the promotion of students' varied interests, talents, and creativity in addition to academic knowledge. This effort has been driven by an increasing awareness that the traditional way of teaching (i.e. direct-instruction) stifles student's creativity and excludes a variety of ways of learning and knowing. The educational movement has been overall at first to national education in 1997 by the initiative of "Teach Less, Learn More," "Thinking Schools, Learning Nation," to the later focus on ECE curriculum reform in 2002 and 2009 respectively and "SEED" (Strategies for Effective and Engaged Development) for 1st and 2nd grades. It has been believed that such trends are to align Singapore education to the global prevailing trends of (1) inquiry-based learning, (2) child-centered education, and (3) urging teachers to be reflective thinkers. These three pedagogies and beliefs in children and teachers have been different from the traditional ones: (1) efficiency-driven learning, (2) standardized education, and (3) teachers' profession lies in abiding by the prescriptive curriculum. Such a process forced teachers to accommodate themselves between the global movement and local traditions. This paper is a conceptual analysis to interpret the trends and issues of ECE in Singapore when it is situated within the context of globalization.

The critical analytic essay concerns the questions of: (1) What are the current

trends of ECE in Singapore? (2) What are the existing issues of ECE in Singapore? (3) How should ECE in Singapore develop in globalization – by universalization or cosmopolitanism? (4) Why cosmopolitanism? How can the cosmopolitan outlook be made?

The analysis and interpretations will be made through the multiple-textual analysis among each other back and forth, including the policies, the various scholarly works, my study in teachers' beliefs in Singapore, and cosmopolitanism's critical notions. My study was a preliminary study conducted in 2009 to investigate EC teachers' beliefs, including pre-service and in-service kindergarten and P1 & P2 teachers. A small scale of 120 teacher participants, including 20 pre-service lower primary, 40 in-service primary, and 60 kindergarten of children ages 5-6, participated in this study. The questionnaire was adopted from Smith's (1993) Primary Teacher Questionnaire (PTQ) about their beliefs in Developmentally Appropriate Practices (DAP), or Traditional practices. The PTQ has been used widely to explore teachers' beliefs in both kindergarten and primary years (e.g., Smith, 1997; Ketner, Smith, & Parnell, 1997; Pepper, 2008). In addition, before implementing the questionnaire, all kindergarten teacher participants have been invited to preview the survey and sought agreement to participate in the study with following international principles of codes of ethics. The teacher participants have agreed to participate in the study and believed the 42 items can reflect their beliefs in ECE in general. There are 42 items of the questionnaire. As the purpose of the paper is to interweave various scholarly works, this paper just draws upon some data from this study to further triangulate with other similar studies from other scholars who have similar findings. Furthermore, the semi-structured and open-ended question interviews were conducted to kindergarten and P1 and P2 teachers who have more than 3-year teaching experiences to elicit their reflections upon the new educational initiatives and their perspectives of teacher's professionalism. The data gained from the surveys and interviews were preliminary. However, the multiple resources of the scholar work in addition to the data obtained

from my study presented were triangulated to enhance the analyses (Mathison, 1988).

Trends and Issues of ECE in Singapore

Trends: The National Movement

The theoretical trends of constructivist theories of learning, child-centeredness, and the surges of reconceptualism have come to Singapore and imposed on teachers' professionalism. With the local movement, the new educational initiatives have been launched by the government, such as the nationwide movement of Thinking Schools, Learning Nation (TSLN), the new kindergarten curriculum frameworks in 2002 and revised in 2008, and P1 & P2 pedagogy renovation through the initiative of SEED. These initiatives are believed to be driven by global prevalent trends to dedicate education to cultivate children's thinking abilities, to engage children's learning interest, as well as to focus on children's diverse needs and interests. Such movement has been different and wrangled with the rooted long-standing values of academic-driven and standardized education in Singapore. It requires teachers to reorient themselves to align their beliefs and practices with the global fashion of education. Various issues have arisen with the surge of tensions involved in putting the new educational movement in line with the global trends and its unique grass-rooted demands. In the following session, the trends of ECE in Singapore will be unpacked through the movement of "inquiry-based learning," "child-centeredness," and "reflective practices." The subsequent issues are analyzed vying with grass-rooted traditions of efficiency-driven education, standardized education, and the dominance of prescribed curriculum for teachers to abide by.

Inquiry-based learning. TSLN was first addressed in 1997 and can be perceived as a mechanism of national educational innovation. It was further elaborated through Teach Less Learn More (TLLM) – an initiative to be implemented in every school – and SEED – curriculum reform in lower primary schools – during the past few years. TSLN, as a critical initiative of school reform in Singapore, provides evidence of

ongoing efforts to create a new educational image of a country. TSLN values the abilities of “creativity” and “innovation” with attempts to modify the traditional efficiency-driven education system.

The encouragement of conducting “learning by doing” activities throughout a wide range of fields replaces the traditional content-valued education. Until now, government, school teachers, as well as community members posit themselves to work toward creating a new vision of Singapore in different ways. The desire to make a change of education to prepare children’s abilities to think becomes imperative. The practical challenges of teaching and learning nonetheless surface during the ongoing process of educational transition yet TSLN continues to embody the imaged nation that Singaporeans are striving to create. The envisioned blueprint of the nation is outlined from former Prime Minister Goh’s (1997) speech and the Ministry of Education’s (MOE) recent statement, both outlined below:

Singapore’s vision for meeting this challenge for the future is encapsulated in four words: Thinking Schools, Learning Nation. It is a vision for a total learning environment, including students, teachers, parents, workers, companies, community organizations, and the government.

Ministry of Education’s vision of “Thinking Schools, Learning Nation” (TSLN) was first by Prime Minister Goh Chok Tong in 1997. Thinking schools will be learning organizations in every sense, constantly challenging assumptions, and seeking better ways of doing things through participation, creativity and innovation. Thinking Schools will be the cradle of thinking students as well as thinking adults and this spirit of learning should accompany our students even after they leave school. (The Ministry of Education in Singapore, 2006)

Such statements significantly move the whole nation toward a new direction. Education plays a leadership role in steering the direction of the country. As the MOE

declares, its role lies in “moulding the future of the nation.” TSLN has hoped that inquiry-based learning, and a focus on strengthening reasoning skills, can bring the country a new image during globalization.

Child-centeredness. In primary schools, the new initiative of SEED embarked in 2004 and is considered as a policy to implement overall changes of lower primary school education. SEED encourages teaching to be child-centered as a long-standing global imperative, and against the traditional teaching method of instilling academic knowledge through transmission approaches and strategies. The objective is to focus on each child’s developmental needs by an integrated curriculum. The class size in Primary 1 and Primary 2 has been reduced from 40 children to 30 children in order to support the feasibility of SEED. The general ideas of SEED can be presented in the following statement issued by the Singapore MOE (2004):

Through SEED, pupils will be effectively and meaningfully engaged in learning and will be nurtured and supported in their learning and desired habits of mind. They will also be assessed holistically and appropriately.

Until 2006, SEED has been implemented in every mainstream school in Singapore through various ways. Individual schools have been given the autonomy to devise their own curriculum plans and activities. MOE (2006) facilitates the ongoing exchanging of ideas among schools through various platforms, such as websites, conference presentations, and teaching reflection journals.

Teachers as reflective thinkers. Under the impact of the global evolving theoretical movement of ECE consisting of child-centeredness, play, and reconceptualists’ remarks on critical reflections, the MOE in Singapore has also launched its kindergarten frameworks in 2003 (MOE in Singapore, 2003) and a revised one in 2008. The play and child-centered focused curriculum framework in 2003 has carried over to the new vision in 2008. In addition, more attention has been given to teachers’ pro-

fessionalism with respect to teachers as reflective theorizers in 2008 (MOE in Singapore, 2008, pp.49-60). The increasing demands from the pedagogical movement of play and the development of a holistic child introduced in 2003 to the advocates of teachers as reflective professionalism have aligned themselves to the global move from child-centeredness to reconceptualism.

Issues: Grapples between the Local Traditions and the New Global Movement Efficiency Takes Priority over Inquiry-based Pedagogy. Tan and Ng (2005) perceived that Singapore has not met the goal of transiting to the inquiry-based learning country from traditional exam-driven agendas (as the goal of TSLN). Regardless of the importance that has been placed in the curriculum of valuing children's diverse talents, paper and pencil examinations remain the dominant way of assessing children.

How to address the tension between achieving "success" in academic knowledge, and attaining the goal of valuing children's creativity and diverse ways of thinking, are still evolving (Green, Li, & Tzuo, 2006). Efficiency takes priority over inquiry-based pedagogy and drives teachers' practices. Similar notions have also transpired in data in one preliminary study of mine when adopting Smith's (1993) PTQ (as mentioned previously) to investigate the beliefs of 120 local kindergarten, 1st grade, and 2nd grade teachers (2008). Ninety-two percent of the ECE teacher participants perceived behaviour management strategies, such as rewards and praise, in addition to punishment, are reliable in strengthening expected behaviours. In addition, ninety-one percent of the participants indicated from another similar item of PTQ that rewards and praise have been viewed as an effective way to motivate children's learning across kindergartens and lower primary teachers in Singapore. Even though this study is a preliminary study with a small-scale of participants, the outweighed percentages going with the findings from Tan and Ng (2005) outline the tendency of local teachers. This belief drives the tension between the trend of inquiry-based learning and local-embedded values of "effective" ways to prompt children's learning motivation.

Such a phenomenon derived from my study and others' findings (Tan & Ng, 2005) draws my attention to whether teachers have been able to “work with” children to inquiry knowledge, as the principles of TSLN—to explore the multiplicities of interaction. The rewards and punishment as incentives of children's behaviours to meet teachers' expectations or desires could be a way of classroom management only, or a means to effectively achieve academic success, as Tan and Ng questioned.

Subsequently, the tradition of efficiency-driven teaching also becomes an issue surrounding child-centeredness. Ways to interact with children in order to support the diverse and blurred nature of child-centeredness remain complex. I am concerned that Singaporean teachers are straining to uphold the long-standing value of perceiving learning as a “management”(as expressed in their beliefs); and reconstruct it as an inquiry supported through the ‘lived’ classroom community (as remarked in the national educational initiatives). The teacher participants in my study expressed the opinion that teaching is still dominated by the prescriptive job-filling in a more traditional way. For example, one of the teacher participants remarked:

Most of the time, my personal experiences doesn't really coincide with what has been initiated by the MOE but as a paid teacher, a lot of time we have to so call give in, we'll have to do what is initiated and suggested by MOE. Many a times, I should say, lessons are being carried out in a way to satisfy their initiatives so there a lot of things we believe that should be done but we cannot justify it in class because we have to go along with what has been initiated by MOE.

Issues: Ways to perceive children's diversities are still in question. In my 2008 preliminary study when adopting Smith's (1993) PTQ as previously mentioned, analysis indicated that the majority of teachers (83% of our participants) across kindergartens and lower primary classrooms asserted that the curriculum should abide by age-related learning content, and children are expected to attain age-related curri-

culum expectations. Such tendency seems to be divergent from the global movement of the emphasis on various cultural, individual, and environmental factors as a new accountability, rather than biological developmental timelines only (Genishi & Goodwin, 2008).

In addition, in order to support the idea of child-centeredness, the MOE has initiated various pre-service and in-service teacher education programs to strengthen teachers' knowledge, skills, and abilities on teaching children with special needs in 2006. However, the survey research of Singapore ECE teachers I had when adopting Smith's (1993) PTQ indicated that still quite a big amount – up to 84% of the ECE teacher participants – believed that children with special needs should receive special programs outside the classroom setting whenever possible. This belief challenged the prevailing international movement and the Singapore government's elaboration of inclusive education since 2006. Similarly, the follow-up interviews has uncovered that many teachers are still reserved and resistant about inclusive education due to various school structural, cultural contexts, and personal concerns of professional readiness. Teachers have interpreted that the tradition of streaming (such as the streaming system that has dominated for the past number of decades before it has been attempted to be abolished these few years by the MOE and be replaced with subject banding) is still rooted in the societal and educational context as a rooted cultural custom to hinder the openness of the diverse ways to perceive children's development and learning. As one of the teacher participants expressed below, uncertainties exist when the new movement is contradictory to the old tradition and impedes the implementation of a new initiative:

There is a high level of uncertainty because based on the lesson plan that we prepared, is it able to equip our pupils with the year end examinations? Eventually, they will be sitting for examinations, especially for the SEED programme. It started out with taking away all the textbooks, and teachers are required to pre-

pare lesson plans to make sure they are ready for the next year's education. But whatever we are doing, we are unsure, we are not able to check, and we found out that the textbooks and the so-called backup resources. It is very difficult to make sure that we are doing something correctly. As we are planning for all these lesson plans without the text-books, there weren't any sufficient resources, so it is another problem we faced throughout the year itself. And I should say that the initiative by MOE, the TLLM, a lot of learners are not ready for such an approach because we must be honest that there are a lot of learners who are weak when they attend school. Are we able to teach them less and they learn more? This is something that teachers always ask themselves. How can we teach less and yet pupils that can't even read the basic side words are able to learn more!

With a number of the national initiatives in the past ten years, scholarly debate shave surfaced as to whether or not the Singapore education system can be restructured to meet global imperatives of being creative and innovative as well as the concerns of making education lead to economic success (traditionally by meritocracy) are still upheld (Sharp & Gopinathan, 2002; Koh, 2004; Green, Li, & Tzuo, 2006). Educational reform takes time and teachers remain skeptical of its consequences.

Koh (2004) expressed his concern that some educational movements have obstacles and should evolve to a sociocultural overall movement to accommodate between the rooted local traditions and new global imperatives. Hence, ways to strive to keep up with globalization and retain its sociopolitical and cultural identity are a cultural transforming process when dealing with educational movements (Chun, 1996; Low, 2002).

Issues: the changing teachers' professionalism and the increasing demands imposed on teachers. With regard to the various educational initiatives mentioned above, various research reports have disclosed such challenges confronted by teachers with the increasing demands to attend to the old tradition and new movement.

Teachers are urged as curriculum planners and child advocates to take intellectual responsibility for a cultural movement in education while the old demand of exam-driven education still dominates. Wright and Gan (2006) and Dixon et al. (2008) suggest that teachers are facing the dilemma of struggling between instilling knowledge so that students perform well in paper-pencil examinations (as the rooted local tradition), and meeting the newly introduced initiatives of respecting children's individual needs and developing creative and critical thinking. In the above-mentioned preliminary study of mine to follow up to interview teachers, all teacher participants have shared the similar above concerns. Further, few of them reflected that the common way to deal with this dilemma across all school teachers is to split the curriculum of a year into two sessions with shifting focuses. Many teachers cling to conduct more new education initiatives-oriented activities during the earlier part of the year while the later part of the year is served with being familiar with subject knowledge in order to be ready for the exam. In addition, the majority of the teacher participants also reflected that both in lower primary classrooms and kindergartens, teachers may try to squeeze the purpose of preparing children's academic knowledge as the purpose to design and unfold hands-on activities. This may then weaken the objectives of preparing children's active thinking skills from exploring themselves, and engaging and developing reasoning and creativity of the minds. As one of the teacher participants expressed:

I think you know, teacher training is insufficient ... and it is the same thing as school. They put in curriculum for the trainee teachers. However, there is just no, they don't prepare you, they can't prepare you, you don't know what's coming up so I think what they should do is to introduce versatility. And probably give teachers the real scenarios in school, what's going on, maybe is there is a trend or something, they can follow. And to prepare teachers to be more well-read and to read up more research to keep themselves more in touch so to equip themselves

for challenges ahead? Okay, basically I will try to look at what is introduced, the new policies and for each policy that was introduced, I will kind of look at where I can identify myself with more closely. For example, if it is SEED, I will make it go with a subject-based thing blending with theme-based so I still have to carry out the subject-based learning so it is kind of like what I said just now, very forced.

It is explicated that both kindergarten and lower primary school teachers wrangle between the previous educational value of being successful in paper-pencil examinations, and the innovative educational ideas of nurturing children's thinking skills and creativity. The meanings of accountabilities are abundant with and transformed by achieving both the old and the new, local and global, as well as traditional and progressive approaches. Teachers are often felt losing their professional spotlight on ECE as the confusing roles and "professional" practices in the classroom settings to such a changing value-laden age. As Luke, Freebody, Shun, and Gopinathan (2005) indicated, Singapore teachers are struggling between the innovative pedagogies and their ready belief, knowledge, and practices of this innovation. The holistic perspectives of the entire sociocultural contexts in globalization should be nourished first in addition to the scripted only initiatives by words in order to outline the pedagogies in line with the new perspectives. As one of our teacher participants expressed:

I think it is important that they should include a module whereby they are being introduced to the current situation and the Singapore real societal scene about each child, and they should be aware and be very much informed that there are a lot of changes going on. It is not going to be stagnant like how we were when we were young and at school. It is important that we should have a realistic view of children's lives around in the world right now and why are the changes needed so they are ready and prepared when new initiatives are being introduced by MOE.

Triggering a Cosmopolitan Outlook

ECE has undertaken various discourses and notions across time and place as an interactive, wrestling, and continually developing movement. In the era of globalization, the tensions between alignments to the global trends and upholding the local traditions are evolving. In the changing context of education, the trends of ECE studies should be able to accommodate among a variety of demands (including new and old) through a reasoning process of deconstructing and reconstructing. Within the educational struggle between the global movement and the local rooted values in Singapore, I have pinpointed issues when encountering both old and new. Within the process of upholding traditions and venturing in innovation due to globalization, I argue that the longstanding, wide-ranging educational philosophy of cosmopolitanism (Hansen, 2010; Luke, 2004; Popkewitz, 2003, 2007) can both (a) explain the above-mentioned struggles as a customizing process in order to uphold old and adapt to new; (b) both local and foreign globalization, and (c) provide suggestions on how to cater to the two.

Why cosmopolitanism? Cosmopolitanism emphasizes attending to both old and new in globalization. Cosmopolitanism affirms that educational movement is in line with social-cultural evolvement of accommodating among the various old and new perspectives as a daily and real-life basis. Cosmopolitanism asserts teaching and learning as a process of traveling among the “broad flow of knowledge and information” in globalization (Luke, 2004, p.1438). Cosmopolitanism addresses the dynamic nature of education to travel across time and places in globalization. Cosmopolitanism, then explains the above trends and issues in Singapore as an adaptive process to traverse between the global trends and local traditions.

Luke (2004) indicated that *cosmopolitanism* is a transcultural and glocalized (but not globalized) process to redefine education from different “cultural others”—to accommodate their acts under different social conditions and contexts (pp.1438-1439). Hansen (2010) remarked that cosmopolitanism is different from globalization

which is simply a consumerist behavior, rather cosmopolitanism is a process of doing, which includes reconstructing from the tradition, new exploring, and making changes. Bob White (2002) differentiated between globalization and cosmopolitanism, “Unlike ‘globalization’ or ‘modernity,’ cosmopolitanism is not something that happens to people, it is something that people do” (p.681) Hansen further explained that “among the voices that can be heard in the literatures cited here are those of people, young and old alike, putting their foot forward, both figuratively and literally speaking” (p.24). In the context of globalization, inevitable influences of foreign ideas, cosmopolitanism is believed to be able to attend to these issues by balance between openness and loyalty to inheritance. Hansen indicated: “In likeness, from a cosmopolitan perspective, it is out of the question to try to be open at all times to everything new, or loyal at all times to everything known” (p.5). Therefore, education should overarch with the process of customizing between new and old as a societal activity enacted and reflected by citizens’ real-life scenarios and experiences.

Trigger a cosmopolitan outlook: a cosmopolitan teacher. Cosmopolitanism underscores teachers’ traveling process of thinking in order to temper their teaching practices under diverse contexts with well-rounded adaptive skills. Cosmopolitan teachers employ a wide-range of reasoning skills gained from growing knowledge sources flowing across nations to apply in the local context. Cosmopolitan teachers possess inter subjectivity to think from multiple perspectives, are able to analyze critically by engaging in multiple discourses, and have competencies to accommodate actions among various contexts. Teacher education in Singapore has to pitch in to cultivate teachers; cosmopolitan thinking and reasoning in order to prepare them as cosmopolitan teacher. I encourage teachers in Singapore to envisioned themselves as cosmopolitan teachers, to acknowledge their increasing demands of blending new and old, local and foreign by valuing their adaptive competencies. Cosmopolitan teachers are perceived by their multifaceted professionalism; they can shift among multiple theories, to reason among multiple discourses, and to adapt their practices among

diverse circumstances

Trigger a cosmopolitan ECE: Emphasizing each citizen's participation to outline the future in a changing context of society. As stated earlier, educational movement should go hand-in-hand with the sociocultural movement to enact in a daily-life-based scene by each citizen. Cosmopolitanism is a process of defining education through going with real-life experiences with changed contexts by calling for each community member's engagement. Similarly, our teacher participants (as the above illustration shows) also confirmed teaching can only be tailored by the realistic views of children, and their changing lives in a changed new society to trigger an outlook of educational landscape in Singapore.

Popkewitz's (2007) emphasis on cosmopolitan views of education provokes the "undertaking" rather than "settling" process of constructing and reasoning along the educational movement. Education is a continual process to unpack and reconstruct its meanings as a perpetual pursuit of reality. However, reality can't be narrowed within the purview of the selected agents, such as government or teachers only. The reality can only be accessed by the ongoing socialization to invite each citizen's participation and take accountability to make cosmopolitan a reality. He urged the involvement of children and families as a shared stakeholder of the nation. Popkewitz believed that every citizen does not only enact the responsibility set by a limited number of people, but also moves to find and reconstruct the new possibilities in order to be accountable for the next generation. He believes cosmopolitanism should be able to zoom out its scope from limited stakeholders, to the wider scope of community, state, nation, and cross-nation. A cosmopolitan ECE in Singapore can uphold local traditions as well as pitch themselves into global trends, by inviting each citizen's engagement. I have summarized the above critical analysis and made critical suggestions below (see Table 1.) for ECE educators and policy makers to rethink through a cosmopolitan outlook.

Table 1. *The ECE landscape in Singapore*

New movement in Singapore	Local traditions	Issues	Cosmopolitan insights	Cosmopolitanism trigger reflective questions and outlook
Inquiry-based learning	Efficiency	Efficiency under teacher's management takes priority over inquiry-based pedagogy	1. Cosmopolitanism emphasizes to attend both old and new in globalization 2. Cosmopolitanism emphasizes each citizen's participation to outline the future in a changing context of society	What are the underlined assumptions of classroom management as most efficient practice? Inviting children's voices reflect upon such assumptions in order to dismantle possible old myths.
Child- centeredness	Standardized education	Diversified vs. standardized education Ways to perceive children's diversities are still in question		Children's image should be reconstructed. The old perspectives were created within a historical place; the child developmental theories are driven in the western context.
Teachers as reflective thinkers	Prescriptive curriculum	Teachers' profession alism is changing and the demands are increasing		A cosmopolitan outlook should be made by involving each citizen. The continual engagement and interaction among each children and a teacher in a classroom to reflect upon various experiences as a continual and interactive process. It is also resonant with Dewey's address (1988).

Conclusion

The above two insights of a cosmopolitan teacher and cosmopolitan ECE can trigger a cosmopolitan outlook in Singapore, resisting globalization by retaining local traditions as well as participating in global movement. In making a critical reflection, trends and issues of ECE in Singapore are made by interweaving multiple texts, including a number of the scholars' work, cosmopolitanism, and the teachers' discourses through my study. At the macro level of prospecting, the future has been projected by cosmopolitanism's remarks of the open-mindedness to call for each citizen's involvement. Grounded on the cosmopolitan perspectives, I propose an outlook can be made by forging a movement of listening to children's voices and reconstructing the conception of childhood. The image and perspectives of children could be outdated in the fast-changing society. Consequently, the tensions of curriculum struggles in ECE in Singapore can be re-aligned when the realistic understanding of childhood in Singapore has been made.

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