



Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue, Pasig City

MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM

KINDERGARTEN

THE SHAPE OF THE KINDERGARTEN CURRICULUM

I. CURRICULUM FRAMEWORK

A. Curriculum Goals

The Kindergarten curriculum aims to produce active young Filipino learners who are holistically developed and equipped with 21st century skills. Hence, the Curriculum is designed to:

- Foster development of learners' identity, social and emotional development, cognitive ability, physical health, and positive attitudes.
- Develop learners' 21st century skills.
- Provide learners with experiences that are actively engaging in meaning-making through hands-on activities.
- Provide learners with varied opportunities to enjoy activities that are developmentally appropriate.
- Stimulate learners' intellectual ability, creativity, communication skills, and critical thinking.
- Enhance learners' spirit of teamwork through collaborative activities.
- Foster learning experiences and content that are nationalistic and culturally responsive, compatible, and relevant to the learner.

Kindergarten Education espouses a learner-centered curriculum that aims to develop holistic learners equipped with foundational skills imbued with physical, social, emotional, cognitive, and values development. This is attained through play-based learning which is anchored on the developmentally - appropriate practices and theories with consideration of learners' expanding environment toward life-long learning.

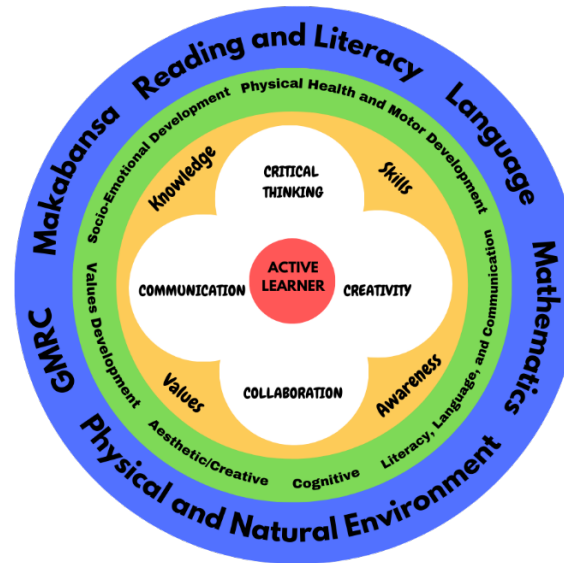


Figure 1: The Revised Kindergarten Framework

The revised Kindergarten Curriculum Framework describes how the education elements operate to attain its goals in adherence to the mandate of RA 10157 or the Kindergarten Education Act as shown in Figure 1. In accordance with the law's mandate, Kindergarten level is required to sufficiently prepare all learners for formal elementary schooling. Kindergarten education is vital to the development of the Filipino child for it is the period when the young mind's absorptive capacity for learning is at its sharpest. Thus, this level is a crucial stage in the formation and preparation of every young learner as a citizen of the country and the world. Foundational skills must be strengthened while espousing the social, emotional, and values development of each learner. To do this, the policy of the State assures a learner-oriented education that is responsive to the needs of the learners, capacitates their cognition and social abilities, and provides diversity among learners through the appropriate languages of teaching and learning.

Given this objective, the design is anchored on the principles that are applicable to the context of a unique child placed at the center of the framework who is described as an active learner. The child is seen as undergoing the process of blossoming – like a flower bud whose development should not be forced lest it loses its chance to fully mature. This can be achieved in the process of transformation as learners are scaffolded to engage, explore, develop critical thinking, and discover information as illustrated in

the interlocking circles. Hence, all Filipino Kindergarten learners equipped with 21st century skills are empowered to take responsibility for their own learning.

In addition to the knowledge, skills, and attitude (KSA), and awareness of basic concepts that are developed through play-based approach and other developmentally - appropriate practices to teaching and learning, Kindergartners also attain the 21st century skills. These skills are reflected in the Kindergarten Curriculum Framework through the integration of activities in the different learning experiences that evolve around the topics related to the curricular themes. Learners must be immersed in thinking creatively, work collaboratively with others, reason effectively, and communicate clearly to achieve the knowledge, skills, values, and awareness necessary for lifelong learning. (P21Framework).

The MATATAG KCG highlights the target learning competencies that are emanated from the developmental domains such as Literacy, Language and Communication, Cognitive, Socio-emotional, Aesthetic/Creative, Physical Health and Motor, and Values Development. These are presented in a thematic way which are captured in the learning areas of Makabansa, Languages, Mathematics, GMRC and eventually in Science in Grade 3 through Understanding Physical and Natural Environment that are presented in the outermost layer of the framework which will help every Kindergartner to transition seamlessly to the next grade level.

B. Curriculum Design Principles

The curriculum is designed and developed based on the following principles:

- **Learner-centered.** The needs, interests, and context of every learner are given premium through the provision of necessary skills and opportunities that will contribute to the growth and development of every young Filipino learner in the 21st century.
- **Learning-centered.** The curriculum focuses on providing holistic learning experiences that engage all learners in active and deep learning which are physically, cognitively, socially, and emotionally relevant and appropriate.
- **Integrated.** The six domains of learning (Socio-emotional, Values Development, Cognitive, Physical Health, Motor Development, Aesthetic/Creative Development, and Literacy, Language, and Communication) are cohesively interrelated to help young Filipino learners realize the connection between what and why they are learning.

- **Developmentally Appropriate.** Every aspect of growth and development is interrelated and interdependent, involving a series of complex and dynamic learning processes that are empowering for the attainment of the learners' optimal potential. It is a method that promotes learners' optimal growth and development which involves a series of dynamic, engaging, and empowering learning processes.
- **Play-based.** The curriculum emphasizes play experiences as an approach to learning to young learners. Play is a child's natural activity that helps discover and make meaning in the world around them. Children engage in play activities while the teacher acknowledges the learning process and reflects their observations as means to determine what activities should be supported and extended.
- **Nationalistic.** The curriculum provides content and learning experiences that are culturally and contextually relevant, responsive, and appropriate.

C. Philosophical Underpinnings

Kindergarten education is essential in the development of young Filipino learners in preparation for their future. Hence, it is the duty of the state to provide an education that is inclusive, holistic, and learner-centered which will prepare them for their responsibilities as citizens of the world. The curriculum is built upon the following beliefs:

- Every school is a home.
- The curriculum is learner and learning-centered, integrated, developmentally appropriate, play-based, and nationalistic.
- Filipino Kindergarten learners are active.
- The Kindergarten teachers guide, support, and encourage their learners in honing creativity, talents, and skills to reach their full potential.
- The families of Kindergarten learners share the responsibilities of supporting and providing opportunities for learning engagement.
- The community supports networks, engagements for parents, resources for teachers and learners, and collaboration in schools and other stakeholders.

II. STRUCTURE AND PURPOSE OF THE KINDERGARTEN CURRICULUM

A. Curricular Themes

Curricular themes adapt to Urie Bronfenbrenner’s Bioecological Theory that defines the “layers of the environment” as reflected in the curriculum guide, such as Knowing Who We Are and Our Families, Exploring our Community, Appreciating Our Country, and Caring for Our World, each having an effect on a child’s holistic development. Young children, according to Jean Piaget, develop beliefs about who they are and how they fit into the world. By the time children reach the Foundation Stage, they have already begun to form views regarding the value of both themselves and others. The connection of the themes shows how the learner will be introduced to bigger perspectives of one’s environment, thus, making Kindergartners aware that their actions and experiences are linked with those living around the world.

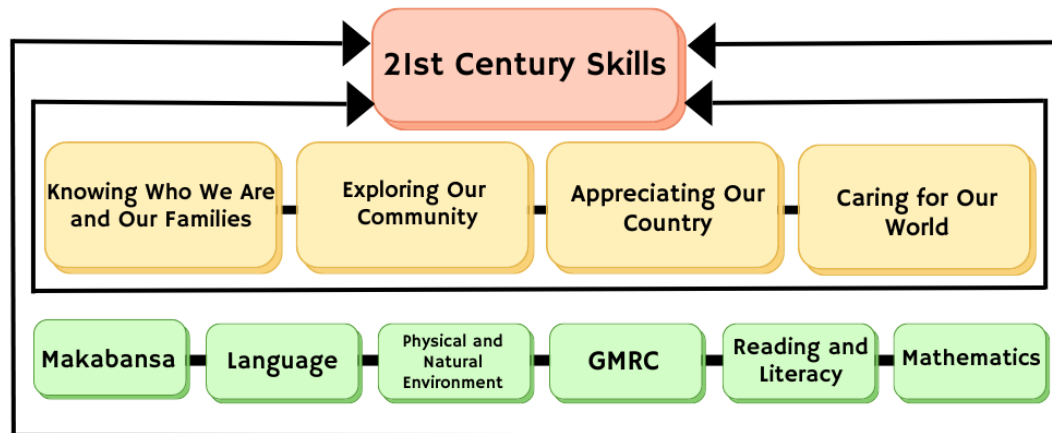


Figure 2: The Curricular Themes

Developmental domains refer to specific aspects of growth and changes in children. The major domains of development are physical, cognitive, language, and social-emotional. These developmental domains are unique to kindergarten that can be developed across the Learning Areas. The contents of each developmental domain are defined by learning expectations, as follows:

1. **Knowing Who We are and Our Families.** The theme focuses on concepts and ideas that help the learners understand themselves better to develop self-concept. As the learners discover more about themselves, they also understand their responsibility as proud members of their family.
2. **Exploring our Community.** The theme includes concepts, ideas, practices, situations, and responsibilities that learners should acquire and understand so that they become functional and responsive members of the community.
3. **Appreciating our Country.** The theme revolves around concepts and ideas pertaining to the awareness of one's rights and responsibilities as a citizen of the country. The Filipino Kindergarten learners demonstrate abilities to respond to situations and events to showcase appreciation to Philippine culture and traditions.
4. **Caring for our World.** The theme focuses on one's responsibility as a citizen of the world through embodying the values of care and respect to one's surroundings. All Filipino Kindergarten learners will learn to accept diversity, build friendship, and show appreciation to the beauty of people and nature.

B. Developmental Domains

Developmental domains refer to specific aspects of growth and changes in children. The major domains of development are physical, cognitive, language, and social-emotional. These developmental domains are unique to kindergarten and can be developed across the Learning Areas. The contents of each developmental domain are defined by learning expectations, as follows:

1. **Literacy, Language, and Communication.** Learners are expected to develop communicative skills in their first language. They are also expected to develop more positive attitudes toward reading and writing, and to view themselves as effective users and learners of the language. This domain provides opportunities for early literacy learning for self-expression through language using the mother tongue or the child's first language as a literacy resource.
2. **Socio-Emotional Development.** Learners are expected to develop emotional skills, basic concepts pertaining to themselves, how to relate well with other people in their immediate environment, demonstrate awareness of one's social identity, and appreciate cultural diversity among the school, community, and other people.
3. **Values Development.** Learners are expected to demonstrate positive attitudes, self-concept, respect, concern for self and others, behave appropriately in various situations and places, and manifest love for our creator, country, and fellowmen. These learning expectations are to be taught with the integration of Good Manners and Right Conduct (GMRC) as stipulated in Republic Act 11476.

- 4. Physical Health and Motor Development.** Learners are expected to develop both their fine and gross motor skills to be efficient and effective movers when engaging in wholesome physical and health activities. They are also expected to acquire an understanding of good health habits and develop their awareness about the importance of safety and how they protect themselves from harm at home, in school, and in public places.
- 5. Aesthetic/Creative Development.** Learners are expected to develop their aesthetic sense and creative expression through drawing, painting, and manipulative activities. Aesthetic development involves the love and pursuit of beauty in art, music, and movement, and creates opportunities for the creative expression of emotions, thoughts, feelings, and ideas.
- 6. Cognitive Development.** Learners are expected to develop thinking skills, and insights into patterns of mathematics, concepts of numbers, length, capacity, mass, and time using concrete objects or materials, and apply these meaningfully in their daily experiences through the provision of varied manipulative activities to help them see relationships and interconnections in math and enable them to deal flexibly with mathematical ideas and concepts. Moreover, learners are also expected to demonstrate a basic understanding of concepts pertaining to living and nonliving things, including weather, and use these in categorizing things in their environment. They are also expected to acquire the essential skills and sustain their natural curiosity in their immediate environment through exploration, discovery, observation, and relate their everyday experiences using their senses (touch, sight, smell, taste, and hearing).

III. RATIONALE AND INFLUENCES ON THE CURRICULUM STRUCTURE

The Basic Education Report 2023 highlights the role of the curriculum in basic education as it lays down all the necessary elements that contribute to the attainment of the K to 12 Curriculum goals. Since the implementation of the Kindergarten curriculum, society has drastically changed, from pre-COVID to the pandemic era, which has altered the landscape of formal and informal education systems around the globe. With this phenomenon, the Department of Education (DepEd), through the Bureau of Curriculum Development (BCD), has initiated the review of the Kindergarten Curriculum Guide (KCG) to identify the gaps that need to be addressed in response to the needs of the young Filipino learners in the 21st century.

Findings revealed that the curriculum is congested due to redundancy and repetition of learning competencies (LCs). Also, these LCs prescribe very specific skills that need improvement to accommodate the diversity of Kindergartners.

In addition, extensive research on early childhood education stresses that the majority of a child's social concepts—the norms by which they live—are picked up from role models they observe in daily life and experiences (Gordon & Brown, 2016). These experiences that important adults provide them eventually lead to the formation of habits that are not easily changed in later years (Whitebread & Bingham, 2013). Hence, mandatory Kindergarten Education serves as an avenue to foster the domains of child development and model appropriate behavior for five-year-old Filipino children. This will help in the gradual development of good habits and productive patterns in the behavior of Filipino children to become functional citizens of the country.

Furthermore, there are necessary skills that need to be developed among Filipino children to equip them to function in today's world including literacy and numeracy. This is aligned with the MATATAG basic education agenda of DepEd that targets the development of foundational skills including reading among early grades imbued with strong nationalistic values and identity.

The results of the review directed the redesigning of the Kindergarten Curriculum Guide (KCG) which aimed at articulating the learning standards that enable Kindergarten learners to attain emergent literacy and basic numeracy along with developmentally - appropriate competencies under physical, emotional, social, and values which help them in a seamless transition to formal elementary schooling.

To highlight, emergent literacy encompasses the knowledge, skills, and attitudes that a child develops in relation to reading and writing before the onset of conventional reading and writing instruction (Save the Children, 2013). This includes the following emergent literacy knowledge areas:

- *Oral Language.* Ability to understand and use language through listening, speaking, and acquiring new vocabulary.
- *Print Awareness.* Ability to understand the functions of printed symbols (letters, words, and picture) and of printed text, and how it relates to meaning.
- *Book Knowledge.* Ability to state what a book is and how it is to be used or read (relates to having exposure to books and print-rich environments)
- *Alphabet Knowledge.* Ability to identify and say the names of letters in an alphabet paves the way to phonological awareness.
- *Phonological Awareness.* Ability to identify and manipulate sounds and the understanding that sounds (and letters) are combined to make words.

It is noted that the development of early reading and numeracy skills are interrelated which means that a child does not learn reading first and then learn to count as these skills are learned in parallel.

Numeracy for the Kindergarten level, on the other hand, is the ability to understand and apply mathematical skills in daily life. As part of the developmental domains under the cognitive aspect, a child is expected to develop insights into patterns and concepts of numbers, measurement, and time using concrete objects, and apply these meaningfully in their daily experiences.

With these changes and demands of society, and benchmarks on Kindergarten Education, DepEd deemed it necessary to redesign the Kindergarten Curriculum to make it relevant and responsive to the needs of 21st century young Filipino children.

A. Articulation of Learning Competencies

The findings of curriculum review, both intended and implemented, revealed that the Philippine basic education curriculum is congested, resulting in gaps in the critical skills of the learners. In order to decongest the curriculum, a different path of the review process was conducted as it was deemed necessary to study the state of play of Kindergarten Education in the Philippines and hold consultations regarding its implementation prior to analysis of relevant documents. This involved the review of the articulation of learning competencies (LCs) vertically and horizontally in the 2016 Kindergarten Curriculum Guide (KCG).

The results of the horizontal alignment review revealed that the LCs under each developmental domain are aligned with the content and performance standards while the vertical alignment ensures that the Kindergarten LCs prepare learners to transition to Grade 1 as they develop the needed foundational skills ensuring that the progression of learning through the curriculum is achieved.

The Kindergarten curriculum develops the necessary skills of five-year-old Filipino learners and in the process ensures the preparedness of young learners to enter Grade 1. This is guaranteed by both the horizontal and vertical alignment processes to accommodate the diversity of Kindergarten learners, hence, the redesigning of the KCG.

B. Development of the 21st Century Skills

Professionals working with children acknowledge that all learners deserve educational opportunities both within and outside of the classroom, to develop the information and abilities needed for success in a world that is internationally and digitally connected. In order to make learning relevant, individualized, and engaging for 21st-century learners, an innovative support system is needed. It should involve relevant skills and knowledge, appropriate technologies, and real-world linkages.

The Kindergarten Curriculum acknowledges that in order for all learners to develop knowledge and skills to be globally competent, learners should be immersed in meaningful experiences from school and beyond. This can be attained through mastery of significant concepts and skills as this is a key factor in determining learners' achievement. In addition, the role of significant adults

to foster their curiosity and enthusiasm for learning enables the emerging skills in different learning areas and 21st-century skills to be developed. These include information and media literacy that allows critical and functioning skills to be fostered in a media-driven and technology environment. Alongside are the life skills such as the development of thinking, social and emotional skills of the learner as one navigates the complexities of the learning environment. Hence, the Kindergarten Curriculum highlights the 4 C's that describe the learning and innovation skills that enable Filipino Kindergarten learners to thrive in their environments (Partnership with 21st Century Learning, 2019).

- **Creativity.** Children have an intrinsic sense of wonder and imagination. They are capable of expressing their thoughts and feelings in many forms. The learners are provided opportunities for play and meaningful experiences as avenues to unlock the potential to innovate and be creative. In this way, their ideas become unique solutions to obstacles encountered.
- **Critical Thinking.** Children engage in problem-solving when they try different solutions until they find one that works. They can notice, consider, and apply an answer to a dilemma. With a variety of problem-solving techniques, a learner can develop critical thinking skills. These techniques include sorting, categorizing, comparing, grouping, and utilizing logic and reasoning to carry out a plan in order to achieve a goal in both common and innovative ways.
- **Communication.** Children acquire an understanding of themselves and their environment through communication. The skills that learners acquire include speaking, listening, telling stories, and exchanging ideas. According to a number of studies, early literacy success is directly correlated with strong communication abilities. Strong patterns of verbal and non-verbal communication are also supportive of a healthy sense of self and social abilities. The more skillfully a learner converses at an early age, the simpler it will be for them to comprehend what they read in the future.
- **Collaboration.** Children develop skills for working with others and forming friendships through collaboration. Learners initially observe others before sharing or playing with one another. They become conscious of the thoughts and feelings of others as they interact and become motivated by acceptance when they participate in cooperative activities. Kindergarten learners develop respect for others, make compromises, and appreciate others' perspectives and abilities.

These skills will be fostered in the most beneficial time because of the brain's rapid growth and development during the early years. It is significantly influenced by early experiences, according to neuroscientists, educators, and specialists in early childhood development (P21 Century Learning, 2019). It incorporates the continuous establishment and provision of opportunities for learning through interactions, being in a relationship, and connecting with others (Moss & Petrie, 2019). From birth until age five,

the brain is at its most flexible and malleable, or able to adapt to a variety of events, interactions, and situations. Therefore, it is important that children are provided with age-appropriate activities in which 21st-century skills are honed and fostered.

C. Social Issues and Government Thrusts

One of the important facets of the Kindergarten Curriculum is its adherence to children's rights. In accordance with DepEd Order No. 31, s. 2022 on Child Rights Policy, this gives premium to children's participation and involvement by having a voice and contribution to society and the world even at a young age. Its evident inclusion as a learning competency is one of the vital parts of its revision.

Based on the Council for Welfare of Children and UNICEF's 2015 National Baseline Survey on Violence Against Children (2016), social issues related to exploitation, violence, abuse, and bullying are still prevalent among 80% of Filipino children. The said violence may be experienced at home, in school, in their respective communities, or even online. Hence, this issue is taken into consideration in the construction of competencies by empowering young learners to speak out and express themselves through the provision of a safe, positive, and conducive learning environment. This includes awareness of one's rights and responsibilities in the digital world.

Moreover, the Kindergarten curriculum recognizes one's uniqueness amidst diversity. It accommodates possibilities as it acknowledges learners with disabilities or exceptionalities regardless of gender, race, culture, ethnicity, religion, and economic status without hindering their full potential of learning (DepEd Order No. 44, s. 2021).

Through the revision of the curricular themes, every young Filipino Kindergarten learner is engaged in learning activities that will translate understanding of the connection of oneself to others, the environment, and the world. Imbued in these points is the consideration of the issues on mental health and well-being brought about by malnutrition, poverty, pandemic, or war. Then, the curriculum has embedded flexible learning competencies evolving on learning experiences that are compatible and relevant with the learners' context by provoking inquiry and critical thinking through the lens of a young learner.

To fully achieve the holistic development of Kindergarten learners, the curriculum also gives emphasis on the shared responsibility among families, networks, and other stakeholders. It is important that all significant adults who surround the learner should ensure partnership and supervision with the school as this contributes to the total development of the learner.

Overall, these understandings hope to equip Kindergarten learners with 21st-century knowledge and skills, armed with values and attitudes, that will aid them in their bright journey in a brittle, anxious, non-linear, and incomprehensible (BANI) world.

IV. PEDAGOGIES

A. Pedagogical Approaches

Pedagogical approach refers to the way of teaching learners by taking into consideration the relationship between culture and techniques of learning. This enables learners to get a thorough understanding of the subject and helps them in applying those learnings in their daily lives outside the classroom.

To realize the aim of the Kindergarten curriculum, there are pedagogical approaches that are employed to ensure the provision of foundational learning among young Filipino learners. These approaches, namely constructivist, inquiry-based, reflective, collaborative, and integrative approaches will equip the learners with the knowledge, skills, attitudes, and values to prepare them for the future. These approaches also consider the adaptability to the learners' context and learning environment.

- **Constructivist Approach.** The active participation of the young learners, as the center of all learning processes, fosters development. Teachers must provide an integrated curriculum where themes and contents are presented and explored through seamless interconnection. This will help learners link together information and expand their understanding of anything around them. Learners are exposed to activities that will provoke learners' interest.

The teacher, who acts as a facilitator, must be able to create creative and meaningful learning opportunities to allow learners to continuously inquire, engage, and learn. It is important to note that educators must veer away from the traditional concept of lecturing in front of the classroom and instead, must become partners in the learning journey. Therefore, teachers must craft well-planned classroom activities that will show cohesiveness, clarity, and logic in the relationship between and among the concepts presented. Moreover, the use of themes also helps in crafting activities that can easily be related to daily life experiences that lead to more relevant learning (Dewey, 1938).

- **Play-based Approach.** The foundation that children can thrive in learning environments incorporates a mix of instruction of both guided and unstructured play. In the process of learning, young learners are engaged with the people, objects, and the environment around them. This approach will allow learners to manipulate, construct, pretend, explore, investigate, create, interact, imagine, and negotiate. This idea prioritizes experience over content. Therefore, educators of young children must carefully plan activities that will implement play while learning through the utilization of play materials and manipulatives to effectively present new concepts. It is also important to consider a purposeful space where the play and learning will take place.

- **Inquiry-based Approach.** As the learners are engaged in exploration and investigation, it is important to pose compelling questions to provoke problems and interests in the young learners' minds. This approach allows learners to wonder and practice critical thinking as the experience sparks questions and searches for answers. This approach explains the many possibilities that surround a situation where there is no room for right and wrong answers but instead, a continuous search for possible solutions. Educators must use the proper and right scaffold of questions to arouse interest, feel empathy, stimulate discussions, and elicit creative resolutions. This promotes a deepened learning process among learners and empowers them to take a stand and have a voice.
- **Collaborative Approach.** This approach strengthens the learning experience of learners as they work collaboratively with each other and gain a better understanding of the concepts learned. Educators must explore activities that will allow learners to interact with each other by exchanging thoughts, ideas, opinions, and feelings. This is an enjoyable strategy for learners to build communication skills as well as social-emotional learning (Wonder Tree, 2021). Moreover, this approach accommodates the different abilities of the learners and develops essential life skills (Rodrigo, 2018). The utilization of information, communication, and technology tools must also be maximized to continually engage learners.
- **Reflective Approach.** The reflective approach focuses primarily on analyzing what the teacher and the learners are doing in the teaching-learning process. This approach aims to make learning processes more effective which allows for self-evaluation and self-reflection. Also, this engages learners in thinking and feeling processes to develop reasoning and suggests possible solutions to any difficulties encountered in specific situations (Jones, 2017). Educators must make sure that the learners practice self-regulation skills as a distinct indicator of personal reflection of one's actions and behaviors. This can be done by allowing learners to answer queries related to one's feelings or thoughts toward a topic learned or activity experienced in class. At the same time, the teacher will have the opportunity to reflect on the effectiveness of the delivery of instruction.

B. Time Allotment

A class program for Kindergarten is designed to facilitate the completion of daily activities and routines which is identified as the **Blocks of Time**. These activities are carefully planned to devise meaningful learning experiences through intertwined themes to meet the expected learning outcomes.

There are thematic units or teaching themes where the essential domains are developed. Moreover, the Homeroom Guidance Program (HGP), as stipulated in RA11476 section 4, is naturally integrated into different class activities so as not to cover an additional meeting time. The table below suggests a smooth flow of a typical Kindergarten class following a suggested time allotment for the day.

SAMPLE BLOCKS OF TIME

Suggested Daily Activities	Description	Suggested Time Allotment Per Class/Session (No. of Minutes)
Arrival Time/Free Play	Arrival of the learners in the classroom, playing with educational toys, manipulatives, etc.	
Meeting Time	Checking of attendance days of the week, checking of the weather	15
Circle Time 1	Story read-aloud/picture reading, valuing, and processing (<i>springboard to Circle Time 1 activities</i>)	45
	Engaging activities relevant to the springboard with integration (activities related to Language, Literacy, and Communication, Mathematics, Physical and Natural Science, Music and Movement, and Arts and Crafts) of the contents of interrelated themes.	
Supervised Recess	Integrate hands-on activities to develop desirable table manner/etiquette, values of being independent, disciplined and being conscious about healthy and nutritious food, etc.	15
Quiet/Nap Time	Engage in mindfulness and relaxing activities	10

Circle Time 2	Engaging activities relevant to the springboard with integration (activities related to Language, Literacy, and Communication, Mathematics, Physical and Natural Science, Music and Movement, and Arts and Crafts) of the contents of interrelated themes.	40
Indoor/Outdoor Play	Activities such as art, music, science, language, math, etc., to be explored inside or outside the classroom. This includes locomotor and non-locomotor movements.	35
Wrap-Up Time	Recall activity of the day through simple story, poem or saying, etc. and/or process learning insights or moral lessons from the activities on how to apply the learnings at home.	20
Dismissal Time	Packing away, goodbye, going home, etc.	
Total Number of Minutes		180 minutes
Total Number in Hours		3 hours

V. ASSESSMENT IN KINDERGARTEN EDUCATION

The assessment of Kindergarten learners is done through regular and continuous observation. It aims to gather important information that will describe the progress of a child's growth and development. It is also in this observation that learners' knowledge, skills, abilities, and behavior are recorded through the daily routines as seen in the observance of the blocks of time.

At every beginning and end of a school year, a developmental screening tool called the **Philippine Early Childhood Development (ECD) Checklist** is administered. This tool provides relevant information about the learners' proficiency in the developmental milestones. This tool supplements assistance in detecting possible developmental delays among those learners who may need further assessment or special intervention. Thus, it establishes individual profiles of the learners that guide the teachers in designing appropriate learning activities and meeting the individual needs of the learners.

Learners who are identified with developmental delays upon the completion of the ECD Checklist post-test will be recommended for further special interventions. Similarly, teachers must report this concern to the parents/guardians to address concerns immediately.

Daily classroom activities provide an opportune time to observe notable learning experiences in the classroom. Teachers write descriptive narratives known as **Anecdotal Records** that contain essential details about the learners' strengths, difficulties, achievements, and the like. All these notes will be useful when teachers give feedback to parents/guardians regarding the learners' progress. Teachers accomplish these records at any time as significant observations happen.

A **portfolio** further supports all these observations by collecting key outputs as evidence of learning. These key outputs are all compiled to showcase the attainment of expected competencies and shown to the parents/guardians every quarter together with the Progress Report.

The **Progress Report** summarizes the quarterly performance of the learner. This contains components that are aligned with the learning competencies in the Kindergarten Curriculum Guide. Hence, this is a checklist form that details the learners' areas of achievement and areas for improvement using a qualitative and descriptive rating.

Above all, the most important part of the Kindergarten assessment is feedback. This is done through regular conferences with parents/guardians as they play a significant role in the learners' continuous learning. This strong home-school partnership assists learners in achieving their maximum potential. Moreover, teachers are encouraged to be involved in conversations with the learners to talk about their progress and achievements. These discussions build confidence and motivation for learners and lead them to set their own learning goals.

II. THE KINDERGARTEN CURRICULUM GUIDE

The Kindergarten Curriculum Guide (KCG) contains the learning standards set at the national level and is considered a basis in monitoring the level of attainment of knowledge, skills, and attitudes of Kindergartners. This also determines the qualification standards in preparing every five-year-old Filipino learner to transition to formal elementary schooling.

THEME I	KNOWING WHO WE ARE AND OUR FAMILIES
CONTENT STANDARD	The learners demonstrate understanding of attitude, emotions, similarities and differences of oneself and others including the concept of family, and of importance of physical health, safety, and appropriate movement concepts.
PERFORMANCE STANDARD	The learners manage emotions, make decisions, recognize similarities and differences of people, and express oneself based on personal experiences; participate actively in various physical activities; use hands in creating models; perform coordinated body movements; and take care of one's physical health and safety.
LEARNING COMPETENCIES	
<i>The learners:</i>	
1. recognize oneself as a member of a family;	
2. express oneself through music, arts, and movement;	
3. demonstrate ability to respond appropriately in different situations and events;	
4. demonstrate locomotor and non-locomotor movements;	
5. recognize one's rights as a child;	
6. create artworks using local and available materials;	

7. identify one's given name, friends' names, their family members, and common things they use that are found at home;
8. produce the sound of the letter it stands for;
9. write the letters of the alphabet in uppercase and lowercase form;
10. narrate one's personal experiences;
11. use polite greetings and courteous expressions in appropriate situations;
12. identify the body parts and their functions;
13. describe objects based on attributes (<i>shapes, sizes, uses, etc.</i>) using senses and body parts;
14. practice ways of caring for and protecting one's body;
15. use communication tools properly and technology appropriately;
16. match numerals to a set of concrete objects around me;
17. compare quantities using one to one correspondence to determine which has more, less, or equal;
18. use non-standard measuring tools.
19. demonstrate respectful attitude towards oneself, parents, and other members of the family; and
20. recognize the importance of having a positive attitude in dealing with different circumstances.

THEME II	EXPLORING OUR COMMUNITY
CONTENT STANDARD	The learners understand the value of discipline, honesty, respect, friendship, and care and concern.
PERFORMANCE STANDARD	The learners demonstrate proper discipline, honesty, respect, friendship, and care towards other people.
LEARNING COMPETENCIES	
<i>The learners:</i>	
21. follow rules and regulations in going to different places;	
22. demonstrate proper ways of caring and protecting one’s community;	
23. recognize that sounding off letters form words;	
24. identify familiar sounds in the environment;	
25. describe the different places and persons belonging in one’s community;	
26. give the correct sequence of events in a local text listened to;	
27. tell the names of the days in a week and months in a year;	
28. recognize different modes of transportation on land, water, and air used in the community;	
29. classify common objects in the environment according to colors and shapes;	
30. create own patterns using local concrete objects;	

31. identify the positions (<i>in, on, over, under, top, and bottom</i>) and directions (<i>left and right, front and back</i>) of objects in one's environment;
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32. demonstrate proper behavior in various situations and places in the community.
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THEME III	APPRECIATING OUR COUNTRY
CONTENT STANDARD	The learners demonstrate understanding of one's identity, rights, and responsibilities as a Filipino citizen.
PERFORMANCE STANDARD	The learners show appreciation for one's culture; understand one's right as a Filipino citizen; and demonstrate a sense of responsibility as a Filipino citizen.
LEARNING COMPETENCIES	
<i>The learners:</i>	
33. show appreciation of one's culture and traditions;	
34. participate in dialogues or conversations about familiar events;	
35. identify solutions to a problem based on a local text listened to;	
36. appreciate the natural and physical environment in the country;	
37. apply basic mathematical operations (formal and non-formal applications) using locally available materials; and	
38. recognize Philippine coins and bills and their importance; and	
39. show respect and concern for our country.	

THEME IV	CARING FOR OUR WORLD
CONTENT STANDARD	The learners appreciate the beauty of the environment through creative expressions.
PERFORMANCE STANDARD	The learners express thoughts, feelings, attitudes, and imagination through creative expressions.
LEARNING COMPETENCIES	
<i>The learners:</i>	
40. show ways of caring for and protecting our environment;	
41. predict outcomes based on any given situation;	
42. observe the changes in the weather daily (temperature, time, etc.);	
43. classify objects based on observable properties;	
44. demonstrate preparedness during emergencies and disasters;	
45. create visual representations of simple concepts (pictographs, pictures, illustrations, etc.); and	
46. demonstrate awareness of uniqueness including but not limited to language, gender, color, culture (dress, habits, beliefs and faith, etc.), status in life, ability.	

III. APPENDICES**A. NUMBER OF LEARNING COMPETENCIES**

Themes	Makabansa	Languages	Physical and Natural Environment	Mathematics	Good Manners and Right Conduct	Total
Knowing Who We Are and Our Families	6	5	4	3	2	20
Exploring Our Community	2	5	1	3	1	12
Appreciating Our Country	1	2	1	2	1	7
Caring for Our World	1	1	3	1	1	7
Total	10	13	9	9	5	46

B. SUGGESTED CONTENTS IN THE KINDERGARTEN CURRICULUM

The table contains a list of suggested contents under subthemes that may be attained by a Kindergarten learner within a school year including those that should be taught across quarters.

THEME I: KNOWING WHO WE ARE AND OUR FAMILIES	
SUBTHEMES	SUGGESTED CONTENTS
1. We are unique.	Basic information about oneself (likes and dislikes, favorite things, etc.)
2. We have feelings.	Basic emotions (sad, happy, surprised, etc.)
3. We have different body parts and senses.	Body parts and their functions
	Senses and their functions
4. We can do many things with our body.	Non-standard measurement using body parts
5. We belong to a family.	Uniqueness of one's family
	The members of one's family
	The roles of each family member
6. We have basic needs.	Needs - food, shelter, clothing
	Go, grow, glow foods
7. We celebrate special occasions.	Celebrations (birthdays, monthly events, holidays, etc.)
	Sequencing of events and following directions
8. We are healthy and safe.	Parts of the house
	Common things found at home
	Safety measures at home

<i>Contents that should be taught across quarters</i>	Alphabet (letter names, letter sounds)
	Numbers (number names, quantities and symbols)
	Communication tools and technology
	Locomotor and non-locomotor movements
	Music (singing songs and reciting nursery rhymes)
	Arts - fine motor activities
	Rights and responsibilities
	Personal experiences.
	Polite greetings and courteous expressions
	One to one correspondence
	Independence and agency (self-regulation)

THEME II: EXPLORING OUR COMMUNITY	
SUBTHEMES	SUGGESTED CONTENTS
1. We belong to a class.	My teacher, my classmates, and I
	Classroom Rules
	Things I do and celebrate in school (Family Day, Buwan ng Wika, United Nations, etc.)
	Non-standard measurement using common objects
2. We love our school.	Places in my school
	People in my school
	Familiar sounds in school
3. We belong to a community.	Places in the community
	Community Helpers
	Roles and responsibilities of the Community Helpers
	Patterns I see around me
	Caring for and protecting one's community
4. We go to different places.	Directions and positions
	Modes of transportation (land, water, air)
Essential Contents <i>(should be taught across quarters)</i>	Alphabet (letter names, letter sounds and blending)
	Numbers (number names, quantities and symbols)
	Communication tools and technology

	Locomotor and non-locomotor movements
	Music (singing songs and reciting nursery rhymes)
	Arts (fine motor activities)
	Rights and responsibilities
	Personal experiences.
	Polite greetings and courteous expressions
	One to one correspondence
	Independence and agency (self-regulation)

THEME III: APPRECIATING IN OUR COUNTRY	
SUBTHEMES	SUGGESTED CONTENTS
1. We are Filipino children.	Identity (culture and traditions)
	Rights and responsibilities
	Respect and concern for our country
	Philippine coins and bills
2. We can see plants everywhere.	Common plants
	Parts of a plant
	Classification of common plants
	Uses of plants
	Caring for plants
	Grouping and ungrouping of sets
3. We know animals around us.	Common animals
	Parts of an animal
	Classification of common animals
	Habitats
	Animals and their young
	How animals help us
	Caring for animals

<i>Contents that should be taught across quarters</i>	Alphabet (letter names, letter sounds and blending)
	Numbers (number names, quantities and symbols)
	Communication tools and technology
	Locomotor and non-locomotor movements
	Music - singing songs and reciting nursery rhymes
	Music - singing songs and reciting nursery rhymes
	Arts - fine motor activities
	Rights and responsibilities
	Personal experiences.
	Polite greetings and courteous expressions
	One to one correspondence
	Independence and agency (self-regulation)
	Match numerals to a set of concrete objects around me.
	Recognize the importance of having a positive attitude in dealing with different circumstances.
	Show appreciation of one’s culture and traditions.
	Participate in dialogues or conversations about familiar events.
Basic mathematical operations (Formal and Non-formal applications) <ul style="list-style-type: none"> ● putting together ● taking away ● mathematical estimations - more, less, greater than, less than 	

THEME IV: CARING FOR OUR WORLD	
SUBTHEMES	SUGGESTED CONTENTS
1. We live in a beautiful world.	Weather
	Telling time
	Properties of objects
	Visual representations <ul style="list-style-type: none"> ● Pictograph ● pictures ● illustrations
2. We are citizens of the world.	Accepting uniqueness
3. We care for our world.	Preparedness in disasters and emergencies
	Predicting outcomes in a text (Cause and effect)
<i>Contents that should be taught across quarters</i>	Alphabet (letter names, letter sounds and blending)
	Numbers (number names, quantities and symbols)
	Communication tools and technology
	Locomotor and non-locomotor movements
	Music - singing songs and reciting nursery rhymes
	Arts - fine motor activities
	Rights and responsibilities
	Personal experiences.
	Polite greetings and courteous expressions

	One to one correspondence
	Independence and agency (self-regulation)
	Match numerals to a set of concrete objects around me.
	Recognize the importance of having a positive attitude in dealing with different circumstances.
	Show appreciation of one’s culture and traditions.
	Participate in dialogues or conversations about familiar events.
	Basic mathematical operations (Formal and Non-formal applications) <ul style="list-style-type: none"> ● Putting together ● taking away ● mathematical estimations - more, less, greater than, less than

GLOSSARY

Constructivism - learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schema)

Curricular themes – defines the “layers of the environment” on a child’s holistic development.

Developmentally appropriate – pertains to the practice of making and implementing a curriculum based on what the learners can do at a certain age in terms of cognitive, physical, and emotional abilities.

Developmental domains - refer to specific aspects of growth and changes in children. The major domains of development are physical, cognitive, language, and social-emotional.

Emergent literacy – describes the reading and writing experiences of children which begins at birth and prepares young learners for formal schooling to write and read conventionally.

Holistic development – a philosophy of educating the whole person beyond core academics such as development of understanding of the world around them.

Integrative learning - a process of making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges.

Kindergarten – is a school or class for young children, usually four to six years old, that prepares them for first grade and ~~that~~ develops basic skills and social behavior through games, exercises, music, simple handicrafts, etc.

Learner-centered curriculum – a curriculum design which focuses on the achievement of holistic development of a child i.e. the development of intellectual abilities such as cognitive or mental abilities, emotional abilities, and social skills along with physical abilities of a child.

Learning Competency - a general statement that describes the use of desired knowledge, skills, behaviors, and abilities, and often defines specific applied skills and knowledge to enable learners to perform specific functions.

Play-based activity – refers to an approach which involves child-initiated and teacher-supported learning which encourages children’s learning and inquiry through play-based interactions that aim to stretch their thinking to higher levels.

Text - refers to a stretch of spoken and written language with definable communicative functions whereby learners acquire and learn their language and literacy skills in context. Texts can be written, spoken, or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communicating, examples of which are print text, visual images, soundtracks, and spoken word as in film or computer presentation media. Texts provide opportunities for important learning about aspects of human experience and about aesthetic value. Many of the tasks that learners undertake in and out of school involve literary texts, information texts, media texts, everyday texts, and workplace texts.

Thematic – involves integration of all subject areas together under one theme which is common in preschool classes as children learn through interactive activities.

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