

Early Childhood Care and Development Council 2015

Learning Resource Packages (LRPs) for Pre-Kindergarten



Early Childhood Care and Development Council

Preface

The National Early Learning Framework (NELF), officially approved by the Early Childhood Care and Development Council Governing Board on September 24, 2010 through Board Resolution No 10-01, is a policy document that outlines how quality early childhood care and development may be offered to Filipino children, aged 0 to 6 years. The same policy document, identifies ECCD Curriculum as one of the two indispensable components of the ECCD System Framework.

Anchoring on this policy and with the approval of the Board, the ECCD Council gathered the practitioners and curriculum specialists from the public and private sectors, namely, the day care workers, preschool teachers, supervisors, academicians and representatives from member agencies such as the Department of Education (DepED), Department of Social Welfare and Development (DSWD), the National Nutrition Council (NNC) and the Department of Health (DOH) to work together to prepare the curriculum for the 3 to 4 years old children in 2012. Additional funding support was provided by UNICEF Philippines.

In the course of the curriculum pilot implementation, Republic Act 10410 was approved in March 2013. This law officially recognizes ages zero (0) to eight (8) years as the first crucial stage of education and human development, of which ages zero (0) to four (4) years shall be the responsibility of the ECCD Council. This new law continued to put emphasis on the ECCD Curriculum as one of the major components of the ECCD System highlighting the need to focus on children's holistic development and taking into account age, individual and socio-cultural appropriateness.

With the end in mind of putting into action the Council's responsibility of taking care of children, 0 to 4 years of age and banking on the earlier initiative of crafting the curriculum for the 3 to 4 years old, the Council continued allocating significant fiscal and human resources to creating developmentally appropriate Learning Resource Packages for Pre-Kindergarten Children.

These Learning Resource Packages consider the fact that early childhood education is in the forefront of the country's national development. The unprecedented focus on early learning rather than looking at the Filipino young children as object of welfare alone necessitates the development of learning models that would address the dearth of instructional materials for use by the Child Development Teachers/Workers in the pre-kindergarten level. While there is a good deal of agreement that a high quality early education program is important to the holistic growth and development of children, there are no standards and comprehensive curriculum guides that the Filipino service providers could use.

The Learning Resource Packages composed of the following have been formulated with the help and guidance from specialists, consultants, advocates and practitioners of early childhood care and development:

Learning Resource No. 1: Implementing the National Early Learning Curriculum and Learning Resource Packages: Notes for the Child Development Teachers/Workers

Learning Resource No. 2: Standards, Competencies, Indicators and Domains

Learning Resource No. 3: Suggested Calendar of Activities for Parent Mentors of Infants and Toddlers

Learning Resource No. 4: Suggested Routine Activities for Pre-K1 and Pre-K2

Learning Resource No. 5: Suggested Activities for Pre-K1: 3 – 3.11 years old


Learning Resource No. 6: Suggested Activities for Pre-K2: 4 – 4.11 years old

Learning Resource No. 7: Suggested Teaching Resources: Action Songs, Poems, Rhymes, and other Creative Activities

Learning Resource No. 8: Family Support Program

These are specifically designed to provide the Child Development Teachers/Workers/Parent-Mentors all over the country an edge and the necessary tools in handling these children. It will also provide them rich information to create appropriate learning experiences that will build children's skills and understanding in the context of everyday routines and within intentionally-designed learning environment that would encourage children's interests and curiosity without limiting teacher's own creativity.

It is hoped that at the end of the Pre-Kindergarten journey in Child Development Centers, these teachers could document best practices worthy of replication in other areas in the Philippines.


Teresita G. Inciong, PhD, DPM
Vice-Chairperson and Executive Director



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RESOLUTION NO. 15-02

RESOLUTION APPROVING THE NATIONAL EARLY LEARNING CURRICULUM (NELC) AND THE LEARNING RESOURCE PACKAGES (LRPs) FOR PRE-KINDERGARTEN (0 TO 4 YEARS OLD)

WHEREAS, the passage of Republic Act No. 10410 otherwise known as the Early Years Act of 2013 is considered as important contribution to the country's initiatives for enhancing early childhood care and development;

WHEREAS, the law prescribes that the ECCD System shall include the following components: "ECCD Curriculum, Parent Education and Involvement, Advocacy and Mobilization of Communities, Human Resource Development Program and ECCD Management;"

WHEREAS, the "ECCD Curriculum shall focus on children's total development and take into account age, individual and socio-cultural appropriateness, shall promote the delivery of complementary and integrative services for health, nutrition, early childhood education, sanitation and cultural activities, and shall use the child's first language as the medium of instruction;"

WHEREAS, the development of Learning Resource Packages for Pre-Kindergarten (0 – 4 years old) follows the global trend on creating learning resources to support the implementation of the ECCD Curriculum;

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WHEREAS, the Learning Resource Packages for Pre-Kindergarten to support the implementation of the ECCD Curriculum is composed of the following: **Learning Resource No. 1:** Implementing the National Early Learning Curriculum and Learning Resource Packages: Notes to the Child Development Teachers/Workers, **Learning Resource No. 2:** Standards, Competencies, Indicators and Domains, **Learning Resource No. 3:** Suggested Calendar of Activities for Parent-Mentors of Infants and Toddlers, **Learning Resource No. 4:** Suggested Routine Activities for Pre-K1 and Pre-K2, **Learning Resource No. 5:** Suggested Activities for Pre-K1: 3 – 3.11 years old, **Learning Resource No. 6:** Suggested Activities for Pre-K2: 4 – 4.11 years old, **Learning Resource No. 7:** Suggested Teaching Resources: Action Songs, Poems, Rhymes, and Other Creative Activities, and **Learning Resource No. 8:** Family Support Program;

WHEREAS, the development of these Learning Resource Packages underwent content validation and field try-out by experts and practitioners;

WHEREAS, these Learning Resource Packages can be used in various ways: a) by the teachers/workers and parents in providing instruction to the 0 to 4 year old children, b) by education institutions for teacher preparation, c) by Local Government Units for monitoring the progress of the Child Development Centers, and d) by the public for improving knowledge on early learning.

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NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that we, the members of the ECCD Governing Board, in a meeting assembled, hereby: (1) Approve the LEARNING RESOURCE PACKAGES and; (2) Direct the ECCD Council Secretariat to promote its utilization for the benefit of all young learners aged zero (0) to four (4).

ADOPTED, this 10th of September in the year of the Lord, Two Thousand Fifteen, Pasig City.



ARMIN A. LUISTRO FSC
Ex Officio Chairperson
Secretary, Department of Education



TERESITA G. INCIONG
Vice-Chairperson
Executive Director, Early Childhood Care &
Development Council



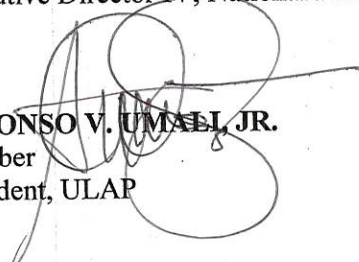
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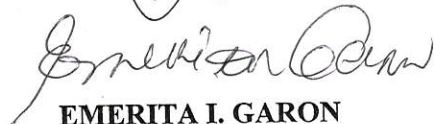
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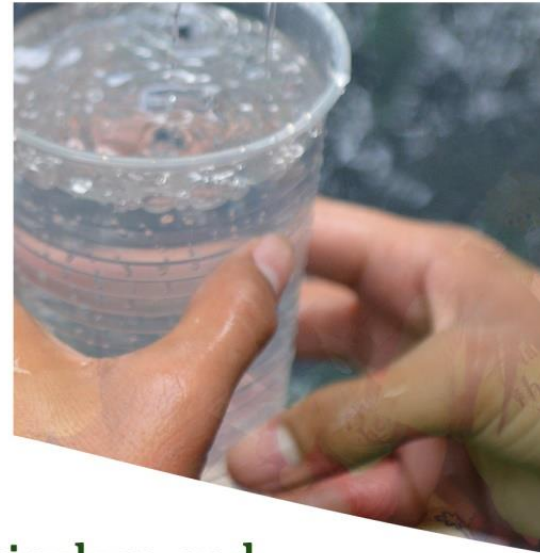
EMERITA I. GARON
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Learning Resource Package No. 1:

Principles/Notes for the Child Development Teacher/Workers



Early Childhood Care and Development Council



**Learning Resource Package No. 1:
Implementing the National Early Learning Curriculum and
Learning Resource Packages: Notes for the Child Development Teachers/Workers
April 2015**

I. Introduction

Welcome, teachers/workers to the world of the very young children! It is an exciting and challenging world because its emphasis is on the development of the “whole child” or “holistic early childhood program”. The services for the very young Filipino children date back in 1964 and has evolved with differing goals. While the services started on focusing for the welfare of these children alone, the present services pay attention on early learning that matters most in the educational life of the child in formal schooling and onwards. With these services are concomitant programs that support the development of children as they grow from infancy until 4-years of age. These programs include the establishment of the National Child Development Centers (NCDC) which will model not only the physical learning environment but also on the practice of involving parents as mentors to their own children, provision of learning resources, and continuous professional training of all national child development teachers and day care workers in the country.

The discussions on the **National Early Learning Curriculum (NELC)** will introduce you to the “basics of the teaching-learning” process that incorporates children’s strengths and needs that the early childhood curriculum should respond to in a group and in an individualized program. This curriculum is operationalized or put into action through the **Learning Resource Packages** as reference for delivering instruction not only to children who are 3 to 4 years old but also to parent-mentors of infants and toddlers. Both materials are intended to give impact on your efforts to provide children with opportunities to play, explore the environment, socialize with others as well as target early learning/readiness to learn and other academic skills that children need for school success.

II. Seven Components of the NELC

The National Early Learning Curriculum (NELC) is intended to apply the principles and fulfill the goals articulated in the National Early Learning Framework (NELF) in providing care and education to the very young children.

It has the following seven (7) components:

1. Beliefs, Principles and Goals,
2. The Standards and Competencies,
3. The Learning Environment,
4. Curriculum Content and Strategies,
5. The Teacher,
6. Assessment, and
7. Family, School and Community Partnership.



Figure 1: Seven Components of the NELC

Component 1: Beliefs, Principles and Goals

The National Early Learning Framework (NELF) has 16 principles which are important for child development teachers/workers to know and apply. These principles focus on child growth and development, program development and learning assessment. The NELF aims to make every Filipino child¹:

- learn of God and God's creations and respect what are good and true;
- know how to think, explore ideas and express feelings;
- develop a yearning to learn;
- independent, exercise initiative, accept responsibility, experience positive relationships and be friendly; and
- be healthy and happy.

As a child development teacher/worker, it is important to keep these goals at heart. Your role is very powerful. Yours is the great privilege to participate in the formation of each child's view of the world and himself. Every child who will be under your care depends on you to develop in him/her a sense of wonder about the world and a strong trust and belief in himself/herself and in others.

¹ ECCD Council, National Early Learning Framework, 2010.

The NELF principles are also grounded on the Developmentally Appropriate Practice (DAP). These principles will guide you as you interact with the children every day. They will help you make your every decision and action be more **intentional**. Based on the NELF and DAP principles here are some of the most important guidelines:

1. **Remember that the early years are foundational.** Yours is a very delicate task. The dispositions, understanding of concepts and psychomotor skills learned by the young children in your class will affect their future learning and development.
2. **Make each child feel valued and capable.** The early childhood years is a time for building attitudes and dispositions, especially about the self. The child's first notions of respect, acceptance, confidence and love are developed at this stage. Make sure that your every word, your every interaction with each child communicates that he/she is loved and can do things well.
3. **Strive to develop the whole child.** As you plan and implement activities, always reflect whether you are able to address the different domains of development. The physical-motor, language, cognitive, socio-emotional, values and character, and creative and aesthetic domains are all of equal importance. Development or delay in one domain also has an effect on the other domains.

4. **Support active learning in children.** Children are active learners! They learn about the world through the dynamic use of their senses. They like to touch, move, smell, taste as they explore the things around them. Provide lots of activities where children are active and moving.

5. **Celebrate diversity.** Each child in your class is unique. Among the many factors that bring about diversity are culture, language, socio-economic level, interests, personalities and abilities. All children are smart. They are simply smart in different ways. You will discover that your students may have one or more of the following “smarts”²:

Children who are really:	Think	Like	Would love it if you provide
Word Smart	in words	reading, writing, telling stories, playing word games, etc.	conversations, books, tapes, writing materials, paper, discussion
Logic/Number Smart	by reasoning	experimenting, questioning, figuring out puzzles,	things to explore and think about, science

²This is based on the Multiple intelligence chart of **Statewide Parent Advocacy Network, Inc. (SPAN)**

		calculating, etc.	materials, manipulatives, trips to the planetarium and science museum
Picture Smart	in images and pictures	designing, drawing, visualizing, doodling, etc.	art, blocks, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
Body Smart	through movement and somatic sensations	dancing, running, jumping, building, touching, gesturing, etc.	role play, drama, movement, things to build, sports and physical games, tactile experiences, hands-on learning
Music Smart	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening, etc.	sing-along time, trips to concerts, listening to songs, playing musical instruments

People Smart	by bouncing ideas of other people	leading, organizing, relating, manipulating, mediating, partying, etc.	Interaction with friends, group games, social gatherings, community events, clubs
Self-Smart	deeply inside themselves	setting goals, meditating, dreaming, being quiet, etc.	secret places, time alone, self-paced projects, choices

6. **Give children lots of opportunities to play.** Play supports development of the child in all areas. Physical skills are honed when children play. Children practice their language skills as they play. They also learn social skills such as taking turns, negotiating and working together. Play strongly helps develop problem solving abilities, creativity and imagination.
7. **Work together with the parents and the community.** The parents are your partners. Establish open communication with them. Work together and agree on the goals you will work on for the children.
8. **Make assessment an on-going process.** As you work with children, make it a habit to observe children. Notice details that show evidence of their development in all areas. Prepare a logbook, index cards or post-it pad that you can easily get to jot down important details of child's

development that you just saw. Take time to read these notes and use them in planning future activities.

Component 2: The Standards and Competencies

The standards will guide you on the knowledge, skills and values you will help the children acquire or develop. These standards were based on the Philippine Early Learning Standards (PELDS), as well as the universally accepted milestones in the development of young children.

The standards are translated to competencies/skills in the following six domains of development (NELF):

1. **Physical Health, Well-being and Motor Development** refers to the child's physical growth, health and safety, and the development of skills related to the use of large and small muscle groups.
2. **Social - Emotional Development** refers to the child's ability to know one's self, express and understand feelings, and relate to others.
3. **Character and Values Development** refers to a developing understanding of justice and fairness, right and wrong, love and respect for different arenas of the child's life.
4. **Cognitive/Intellectual Development** refers to a child's ability to abstract, understand concepts and their logical

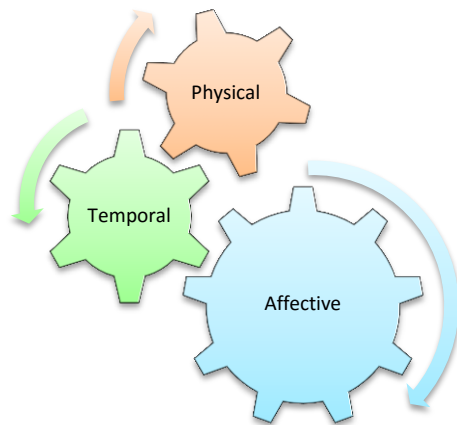
relations, and to manipulate them to arrive at new ideas or conclusions.

5. Language Development refers to a child's ability to understand and use language to communicate ideas, learn to acquire language skills in preparation for reading, writing and counting.

6. Creative and Aesthetic Development refers to the child's awareness of and development of their innate talent and creative skills. The domain includes music, visual arts, drama, dance and creative movements.

Component 3: The Learning Environment

The Learning Environment refers to all aspects that the child experiences which are outside or that is not coming from within



himself. The Learning Environment is further described in three aspects, namely the **Physical Environment**, the **Temporal Environment**, and the **Affective Environment**.

Figure 2: The Three Aspects of the Learning Environment
The Physical Environment. This refers to the indoor and outdoor areas of the National Child Development Center/Learning Center. The indoor area is basically your classroom which should have different learning areas or corners. These **learning areas/corners in your classroom** may include the following:

- 1. Large group area.** This is where you have your meeting time with all the children. Sit the children such that other materials are not in view and therefore there are fewer distractions. You may put a permanent blue or red line forming a big circle on the floor. Children can sit along the blue or red line instantly sitting them in a circle as you have your meeting or story-telling session.
- 2. Literacy or book area.** Display story books that the children can explore on their own. Put storybooks that you have already read to them. They are more likely to open and "read" books that have already been told to them. Place sheets of papers and writing materials on a table for children to explore writing activities.

3. **Block/manipulatives area.** Some centers have separate areas for blocks and puzzles. Blocks are very useful and beneficial for young children. They are unstructured or open-ended and can therefore be played in so many different ways. It is a must to provide children time to play with blocks. Put the block area in an area with less traffic.
4. **Arts area.** Create a space where children can do art activities such as drawing and painting. This is usually located near the water supply. Allot a space too where they can hang and display their works.
5. **Pretend play/dramatic play area.** This area or corner includes props for make-believe play. You can put materials that are connected to the current theme being tackled during the unit for the week.
6. **Special center.** This is a space in the classroom which is set-up for a particular purpose and may only be temporary. Example can be a *Buwan ng Wika* table where different cultural artifacts are displayed and labeled.

There are still other centers that are not described here. Whatever centers you decide to put in you classroom, always remember as the Child Development Teacher/Worker, to **make your over-all physical environment:**

1. **Safe.** This is your top priority. Always be watchful of things that may pose danger to the children. For example, keep electrical outlets covered. Ensure that floors and pathways are not slippery. Regularly inspect toys and manipulatives for broken parts which may cause cuts and splinters.
2. **Clean.** Regularly clean and disinfect the learning areas and materials.
3. **Print-rich.** Label the things found in your classroom with letters big enough for children to “read”. A print-rich environment helps contribute to language and literacy development.
4. **Provide indirect guidance.** Structure your classroom and arrange the furniture and materials in a manner that will help guide the children’s behavior. For example, three chairs in the art area means that three children can work there at a time. This is an example of environmental cues. **Environmental cues** involve the arrangement of the room, furniture and materials, as well as posted steps and illustrations that guide the child to behave appropriately in the learning environment. They also allow children to move about more independently.
5. **Conducive for learning.** Make sure that the learning environment has proper lighting, the right temperature

and noise level. Providing soft materials such as curtains and pillows that absorb noise, improves the noise level.

6. **Promote exploration.** Provide materials related to the theme or concept for the children to explore. Put things that they can touch and explore on low shelves that they can reach. Store things that are not for their use in a secured place that is out of sight and out of reach.
7. **Orderly and pleasing.** See to it that all materials have their own places. Train the children to return the things in their proper places. Identify a specific storage place for materials that are not currently being used. Label storage boxes and cabinets with the list of materials found in them for easy access.

A pleasing environment is one that expresses the children's culture and interests. It does not necessarily have to have cartoon characters painted on the walls. Consider good color combinations. High contrasting colors for the background and foreground make the children understand the displays more clearly. Solid and uncluttered figures are better than super-imposed or abstract ones. Simple is always better.

The Temporal Environment. This refers to the **daily schedule** and **routines** that you establish with the children. Here are some important reminders:

1. **Children adjust well when they can predict what will happen next.** Begin with your **routine** right away and be consistent so that they will acquire the rhythm of the daily schedule with less effort. Spend the first weeks introducing, explaining, demonstrating and practicing the routines.
2. **They feel at ease and behave well when they are given enough time to adjust to the next time block or activity.** Transitions help a lot here. **Transitions** are short activities that help children move smoothly from one activity to the next. For example, singing a song that signals story time is next, prepare the children to anticipate and listen to the story.
3. **Children feel comfortable when there is balance in the daily schedule.** Achieve balance between quiet and active, short and long, individual and group, and teacher-directed and child-directed activities. Be watchful of fatigue and over stimulation that can bring in possible conflicts among children, tantrums and meltdowns

Time Block	Description	Tips for the Teacher
		Note: Have a transition activity to move the children from one time block to the next.
Free Play 20 minutes	Children choose what to play with, from the available materials.	Provide interesting materials for children to explore and play with. Use recycled materials like bottle caps of different colors, empty cartons, and many more. Make available materials related to the theme for children to explore and play with.
Meeting Time 1	Opening Routine: checking what day it is, the weather, attendance, greeting song Introduction of the day’s message or concept through a story or poem, etc.	Prepare durable: -weather chart -calendar -attendance chart -little helpers chart
Activity Time 1 20 minutes	Activity to deepen understanding of the day’s concept and to address the skills targeted for the day May include art work, use of worksheets, manipulatives, music and movement, short trip, etc.	Always connect the activity to the theme and concept for the day. Be creative and resourceful in the materials you will use. Ensure that activities and materials are safe for children.
Meeting Time 2 10 minutes	Time to process the activity done and discuss the concept of the day Time to clarify things that may not be clear or are confusing to the children	Engage the children in a conversation. Let them show their work and express what they learned.
Supervised Recess	Recess Routine: washing of hands, getting “baon” from the cubby hole, prayer, eating independently, clean-up.	Scaffolding is a strategy where you provide assistance to the child in order to do a task. Remember to scaffold instead of doing the task yourself for them.

Time Block	Description	Tips for the Teacher
15 minutes	Opportunity to develop self-help skills and skills in interacting with others	
Activity Time 2 20 minutes	<p>Activity to deepen understanding of the day's concept and to address the skills targeted for the week</p> <p>May include art work, use of worksheets, manipulatives, music and movement, short trip, etc.</p> <p>This time may also be used to continue unfinished activities done earlier.</p>	<p>Remember the tips given in Activity time 1</p> <p>You can also use this time to provide more chances for children who may have not finished their work during Activity time 1 or for those who wants to try other activities.</p>
Outdoor Play 30 minutes	<p>May include teacher- planned games and activities or just some open time for the children to play outside.</p> <p>Provides opportunity for building large muscles through play and movement.</p>	<p>Outdoor play time is not rest time for the teacher or time to do other things.</p> <p>Outdoor play provides a very good opportunity for you to observe the children and note their physical development. You can also take note of how they interact with other children while playing.</p> <p>Join the play situation when necessary, like when you see that a child needs more motivation to join in, or when conflict between or among children is evident.</p>
Meeting Time 3 10 minutes	<p>Closing Routine</p> <p>Time to review key points or big ideas learned.</p> <p>Prayer, Saying goodbye</p>	<p>Remember to also have an orderly routine for dismissal time.</p>

The **Affective Environment** refers to the emotional “atmosphere” experienced in the classroom. It involves the degree to which interactions within the environment foster feelings of warmth and belongingness among the children and the teacher. It also considers how you are able to make the children excited to explore and learn. It is important for you to always behave in ways so that each child in your class will feel safe, respected and loved. Each child also needs to feel that he/she is a part of a loving and supportive community. Be mindful of how you speak and act. Children catch more of what we do, than what we say. They possess that childhood sensitivity that can see right through us. They feel how sincere we are when we relate with them.

Some important reminders to foster a supportive affective environment:

1. Greet each child by his/her name. Invite all the children to do the same.
2. Demonstrate ‘gentle demeanor.’ Hold children gently. Modulate your voice so that it is clear and just loud enough.
3. Catch children doing good. Be specific when we call attention to a good thing that a child did.
4. Strive to be at the same eye-level when speaking to a child. Sit down or kneel when having a conversation with children so that you will maintain the same eye-level with them. You’ll need strong knees for this!

5. Teach social scripts for saying sorry, borrowing things, joining a play situation, asking help, etc.
6. Have a birthday board to help celebrate a child’s special day.
7. Focus on cooperative activities rather than competitive games. Competitive games that pit children against each other are not developmentally appropriate for young children.
8. Be mindful of the interaction going on in the room. Observe children who may feel isolated or shy and find ways to encourage this child to interact more.

Component 4: Curriculum Content and Strategies

Curriculum Content. The curricular themes are aligned with DepEd Kindergarten themes to help the children go through a smooth transition from the Pre-Kindergarten to Kindergarten. However, unlike the DepEd K that has five themes, the NELC themes are presented differently corresponding to four (4) quarters of the school year. Below are the themes and corresponding subthemes in Pre-Kindergarten 1 and Pre-Kindergarten 2.

Pre-Kindergarten1 (3 Years Old)	Pre-Kindergarten2 (4 Years Old)
Theme 1: Tell About Yourself	Theme 1: More About Myself and My School
Theme 2: My Family and Me	Theme 2: My Family and Me
Theme 3: My Community	Theme 3: My Community

Theme 4: God Created A Beautiful World for Us	Theme 4: God Created A Beautiful World for Us
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Themes	Subthemes	
	Pre-Kindergarten 1	Pre-Kindergarten 2
Tell About Yourself/ More About Myself and My School	<ul style="list-style-type: none"> • I Have a Name • I Have a Birthday • This Is What I Wear • I Have Feelings • I Can do Many Things • I Can do Many Things With Others • I Have Things I Use for Sleeping and Playing • I Have Things I Use When I Study 	<ul style="list-style-type: none"> • Who Am I? • I Am Special • I Belong to a Class • I Have Feelings • I Can do Many Things • I Can Keep Myself Clean and Healthy
My Family and I	<ul style="list-style-type: none"> • Father, Mother, Brother, Sister • Grandmother, Grandfather • We Live in a House • What do I Eat • How do I Make 	<ul style="list-style-type: none"> • I Belong to a Family • Our Family has a Home • Our Family Works Together • My Family Keeps Me

Themes	Subthemes	
	Pre-Kindergarten 1	Pre-Kindergarten 2
	Myself Clean <ul style="list-style-type: none"> • I Have Things I Use in Eating • I Have Things I Use When I Clean Myself 	Healthy <ul style="list-style-type: none"> • I Love My Family
My Community	<ul style="list-style-type: none"> • We Have Beautiful Places In My Community • There Are Beautiful Plants Around Us • There Are Wonderful Animals Around Us • Respect for Heroes and Others • Fiesta and Other Celebrations in Our Community • Products in Our Community 	<ul style="list-style-type: none"> • My Friends and Others • Me and My Surroundings • We Take Care of Our Surroundings • Happy Days In My Community
God Created A Beautiful World for Us	<ul style="list-style-type: none"> • I Have My Two Eyes to See • I Have My Two 	<ul style="list-style-type: none"> • Land and Water, Moon and Stars • Different Plants

Themes	Subthemes	
	Pre-Kindergarten 1	Pre-Kindergarten 2
	Ears to Hear <ul style="list-style-type: none"> • I Have My Nose to Smell • I Have My Tongue to Taste the Food I Eat • I Have a Skin all Over My Body to Feel • What is the Weather? Is it Sunny or Rainy? • How do You Feel When It's Sunny, Cloudy or Rainy? • What do We do on a Stormy Weather? 	Around Us <ul style="list-style-type: none"> • Different Animals Around Us • Pets • Rivers, Lakes and Seas, Mountains and Hills • We Can Visit Other Places • We Thank God for a Wonderful School Year

strategies to address the skills development of the children within the context of the four identified themes. Among these strategies are:

1. **Sensory engagement.** Children learn through their senses. When planning and implementing the activities, always involve the different senses. Remember to use concrete objects as much as possible. One tip is to follow this order: real objects-models-pictures- words. You always begin with real objects. If real objects are not available, consider models. Models are still good because they are three dimensional. If no models are available, use pictures, then the word.
2. **Literacy-based activities.** This involves using stories, poems or information books as starting points to introduce the themes and concepts. Related activities can then be planned.
3. **Field trips.** Field trips provide for hands-on learning and experience. Ideally, only one place that is relevant to the topic or theme is focused on per trip. Remember to have a discussion or activity to prepare the children before the trip and a discussion or activity after, to process their experiences and learning.

The NELC will guide you through the daily learning activities which will lead you to interact with children in developmentally appropriate ways. These activities are found in the **Learning Resource Packages**.

Curriculum Strategies. Since the curriculum organization of the NELC is integrated, it employs creative

Teaching Strategies. To implement the NELC, use the following Developmentally Appropriate teaching strategies³:

1. **Acknowledge what children do or say.** Let children know that we have noticed by giving positive attention, sometimes through comments, sometimes through just sitting nearby and observing. (*“Thanks for your help, Amy.” “You found another way to show 5.”*)
2. **Encourage persistence and effort rather than just praising and evaluating what the child has done.** (*“You’re thinking of lots of words to describe the dog in the story. Let’s keep going!”*)
3. **Give specific feedback rather than general comments.** (*“The ball didn’t get all the way to the hoop, Nico, so you might try throwing it harder.”*)
4. **Model attitudes, ways of approaching problems, and behavior toward others, showing children rather than just telling them** (*“Hmm, that didn’t work and I need to think about why.” “I’m sorry, Ben, I missed part of what you said. Please tell me again.”*)
5. **Demonstrate the correct way to do something.** This usually involves a procedure that needs to be done in a

certain way (such as washing the hands or writing the letter ‘P’).

6. **Create or add challenge so that a task goes a bit beyond what the children can already do.** For example, you lay out a collection of chips, count them together and then ask a small group of children to tell you how many are left after they see you removing some of the chips. The children count the remaining chips to help come up with the answer. To add a challenge, you could hide the chips after you remove some, and the children will have to use a strategy other than counting the remaining chips to come up with the answer. To reduce challenge, you could simplify the task by guiding the children to touch each chip once as they count the remaining chips.
7. **Ask questions that provoke children’s thinking.** (*“If you couldn’t talk to your partner, how else could you let him know what to do?”*)
8. **Give assistance (such as a cue or hint) to help children work on the edge of their current competence** (*“Can you think of a word that rhymes with your name, Pat? How about bat . . . Pat/bat? What else rhymes with Pat and bat?”*)

³10 Suggested Teaching Strategies. National Association for the Education of Young Children. www.naeyc.org. (Some examples were changed.)

9. **Provide information, directly giving children facts, verbal labels, and other information.** (*“This one that looks like a big mouse with a short tail is called a vole.”*)
10. **Give directions for children’s action or behavior.** (*“Touch each block only once as you count them.” “You want to move that icon over here? Okay, click on it and hold down, then drag it to wherever you want.”*)

Component 5: The Teacher

The teacher remains to be the central factor in the success of implementing the curriculum. You will assume different roles in order to work effectively. The teacher’s **roles** are the following:

1. **Observer.** An effective teacher is one who is genuinely interested to know each child well. Pay attention and keenly observe each child in your class. When you do this consistently, you will develop a great sensitivity to the needs of the children under your care. You will then be able to respond in specific ways that will make the child feel that he/she matters.
2. **Planner.** Based on your knowledge of the level of development of the children, you can plan and make adjustments on how you will implement the curriculum in order for your activities to be appropriate for the children in your class.

3. **Organizer.** As a teacher, it is important that you organize your environment. You know exactly where materials are located. Have everything you need to engage children in your lessons and activities ready. Always come prepared in class. Children will misbehave if the teacher keeps them waiting for a long time because the materials he/she needs are not yet set.

4. **Facilitator.** You are a facilitator of learning. Your role is not just to provide information and “teach” while the children remain passive. Your role is to spark each child’s interest to learn. Then, through intentional teaching, sustain this interest as it becomes your mission - to make it possible for children to turn their curiosity to deliberate exploration, their wonder to fascinating discoveries! The goal is for the children to independently propel themselves to learn, create new things and solve problems on their own.

Throughout your experience in implementing the NELC you will have many opportunities to apply facilitative strategies.

5. **Evaluator.** As you implement the curriculum it is crucial that you assess and evaluate the extent to which the children achieved the objectives. Equally important is for you to assess and evaluate the activity you facilitated. You ask questions like, “Did the

children enjoy the activity? Did it match their interests and skills levels? What went well? What did not work? Should I do this activity again?” Answers to these questions will help you plan the next activities more effectively.

In order to fulfill these five roles, you must remember to also take care of yourself. Just as the children’s development is holistic, **the teacher also needs to continue to develop as a whole person.** Have a very positive attitude about learning new things. Have ways to unwind and relax. Cultivate a strong spiritual life. Pray for the children under your care. Stay fit and active. Maintain meaningful professional and personal relationships.

Component 6: **Assessment**

The NELF has six **principles about assessment.** This refers to developmentally appropriate strategies in implementing authentic assessment. The following are its general guiding principles on learning assessment development⁴:

- (1) Assessment is done to monitor learning, know where the child is and inform parents of the child’s progress.

- (2) Assessment is essential to identifying the child’s total developmental needs and does not determine academic achievement.
- (3) Assessment is best conducted on a regular basis so that a timely response may be made to improve learning areas.
- (4) The results of the assessment of learning of a child shall be kept strictly confidential.
- (5) Ratings should be qualitative/descriptive and not only numerical.
- (6) The family and community may be informed of the general outcomes of learning in the early years so as to encourage further cooperation and partnerships.

Apply these principles consistently. It will be helpful to know how to use assessment tools designed for Filipino children such as the **Early Childhood Care and Development Checklist** and the **Philippine Adaptation of the Portage Guide in Early Education.**

Component 7: **Family-School-Community Partnership**

“It takes a village to raise a child.” This is ever more so true in the care and education of young children. The families and the community are your best resources. You will be able to implement this curriculum more effectively when you involve the parents and the community. Here are some tips:

⁴ECCD Council, National Early Learning Framework, 2011.

1. Communicate your goals and children's activities to the parents regularly.
2. Get information about the parents' work, expertise and interests. Go through the curriculum guide and identify topics where you can invite some of the parents to participate. For example, as a resource person or a story-teller. Parents who have time to spare can also volunteer to assist you.
3. As you go around the community, watch television, surf the net or listen to the radio, always pay attention to information that may be useful for any of the topics in the curriculum. Jot down contact persons and numbers. Bookmark useful sites in the computer, like Facebook pages that can be useful resources for you.
4. Identify places in the community the class can visit. The health center, market, fire station, post office, nearby garden, farm, and river are interesting places for children to learn about.
5. Identify materials that you can source out from the community, like textile and paper scraps that you can use for art.

Remember that the community is a rich resource for delivering the curriculum to the young children.

The Learning Resource Packages (LRPs)

The Learning Resource Packages are your handy references in your daily instruction to parent-mentors of their infants and toddlers, and to children who are 3 to 4 years old. These packages come in eight forms:

Learning Resource Package No. 1: Implementing the National Early Learning Curriculum and Learning Resource Packages: Notes to the Child Development Teachers/Workers

Learning Resource Package No. 2: Standards, Competencies, Indicators and Domains

Learning Resource Package No. 3: Suggested Calendar of Activities for Parent- Mentors

- of Infants and
Toddlers
- Learning Resource Package No. 4:** Suggested
Routine
Activities for Pre-
K1 and Pre-K2
- Learning Resource Package No. 5:** Suggested
Activities for Pre-
K1: 3 – 3.11
years old
- Learning Resource Package No. 6:** Suggested
Activities for Pre-
K2: 4 – 4.11
years old
- Learning Resource Package No. 7:** Suggested
Teaching
Resources:
Action Songs,
Poems, Rhymes,
and Other
Creative
Activities
- Learning Resource Package No. 8:** The Family
Support
Program (FSP)

LRP No. 1: Implementing the National Early Learning Curriculum and Learning Resource Packages: Notes to the Child Development Teachers/Workers

LRP No. 2: Standards, Competencies, Indicators and Domains

Prior to your teaching encounter with the very young children, age-appropriate standards, competencies and indicators in the six developmental domains are provided for you. These are the bases for the objectives of the lesson activities which you want children to demonstrate after they have gone through several learning experiences.

LRP No. 3: Suggested Calendar of Activities for Parent-Mentors of Infants and Toddlers

Parents as first teachers of their infants and toddlers is the key objective of this learning resource material. For ease in developing the skills/behaviors/indicators appropriate for training their own children, learning activities are plotted in a calendar on a Sunday to Saturday schedule. It is your job to orient and demonstrate to parent-mentors on how to use this material.

LRP No. 4: Suggested Routine Activities for Pre-K1 and Pre-K2

Essential in the holistic development of children, ages 3 to 4 years are routine activities that they should imbibe in their daily life in school and at home. These routines have to be taught in the children's mother tongue and practiced by the children so mastery of these routine activities is a requirement for you.

LRP No. 5: Suggested Activities for Pre-K1: 3 – 3.11 years old

LRP No. 6: Suggested Activities for Pre-K2: 4 – 4.11 years old

The suggested activities for Pre-K1 and Pre-K2 are organized by quarters with themes and sub-themes as presented in Component 4: Curriculum Content and Strategies in the NELC.

These activities provide you with a more detailed plan which will direct you as you work with the young children day to day. They contain the activity name, the objectives, the materials needed and the procedure. A variety of activities in the form of field trips, games, songs, dances, rhymes, poems, stories, use of manipulatives and art work are included. They are all meant to make the teaching-learning process both meaningful and fun.

LRP No. 7: Suggested Teaching Resources: Action Songs, Poems, Rhymes, and Other Creative Activities

To enrich the suggested activities for Pre-K 1 and Pre-K2, additional action songs, poems, rhymes, riddles, fables and stories are compiled. These activities could be modified and adapted to promote the young children's positive development and learning.

Bear in mind that all activities are suggestive in nature. You are free to utilize other activities/materials you think are best suited to the young children in your class.

LRP No. 8: The Family Support Program (FSP)

The package contains the definition of the Family Support Program, assumptions, principles, conceptual framework, and a general information about the FSP modules. There are suggested sixteen (16) modules with session guides which the Child Development Teachers/Workers/Teacher Assistants/Community Volunteers can use in training parents to enhance their own well-being as well as provide care and education for their children during the early years of growth and development.

Before you, is a challenging but very fulfilling task. Remember that you share a strong foundation of knowledge, skills, and commitment to parents and their young children's needs. Yours is the privilege of spending time with the future. You will learn from the children as much as they will learn from you. Enjoy the learning experience!

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