

THE LIVED EXPERIENCES OF DAYCARE TEACHERS: THEIR IMPLICATIONS TO LEARNERS' OUTCOMES

RONALD M. QUILESTE¹, CHARITY ROSE A PAGARA²

<http://orcid.org/0000-0002-6388-1445>¹, <https://orcid.org/0000-0002-8454-5256>²

ronald.m.quileste@gmail.com¹, charityrosepagara@gmail.com²

Xavier University – Ateneo de Cagayan

Corrales Avenue, Cagayan de Oro City, Philippines

ABSTRACT

Building a strong foundation: early childhood education is essential to pupils' success. With this, teachers play a very important for the child's development. So, this study determined the Daycare teachers' lived experiences and explored how these contribute to the children's learning outcomes. It employed the descriptive research design and made use of simple random sampling. Statistical tools were used such as: mean, standard deviation, T-test and F-test and Regression analysis. Researchers-made questionnaire was utilized, which passed the ethical guidelines and various methods of validation. Findings revealed that Daycare teachers' lived experiences are 'Above Average' in Curriculum Activities and 'Exemplary' in the Teaching-Learning Experiences, while the learners' learning outcomes are 'Average'. The simple linear regression results show that the teachers' lived experiences in the Curriculum Activities and Teaching-Learning Experiences significantly justify learners' learning outcomes. Furthermore, Daycare teachers have crucial role in the decision-making process of the curriculum and achieving quality of learning. Hence, Daycare teachers should participate in future curriculum development meetings, implementation, and evaluation processes.

Keywords: Lived experiences, lived curriculum, early childhood education, daycare

INTRODUCTION

Education in the early childhood stage, particularly in pre-kindergarten, is crucial in children's development. They grow at their own pace, but early support helps them learn and reach their full potential. Brooks-Bey (2011) emphasized that students who attended two years of pre-kindergarten scored higher than those who only attended one year or none. Students with high quality early childhood experiences have better intellectual, social, and behavior development of children (Burlacu, 2013)

One vital factor that contributes to the children's success is the teacher's role. Daycare teachers are now expected to become curriculum

specialists, and program managers to provide carefully planned curriculum. Hence, teachers' interaction with their learners or "lived experiences" holds a significant part in building a high-quality early childhood curriculum.

The Lived Curriculum, created firsthand through the teachers' everyday interaction with their learners, includes all the learning needs, goals and objectives, appropriate assessment tools, strategies, materials, and teaching conditions (Thom, 2016). However, both local and international studies did not explore the connection between the teachers' lived experiences and the learners' learning outcomes, since they focus only on the improvement of teacher training programs (Knowles, 2015). Thus, the construct of lived



experience and its relationship to learning outcomes is under-researched.

Developmentally appropriate practice (DAP) as defined by National Association for the Education of Young Children, is an empirical teaching approach which is developed by early childhood professionals to promote young children's optimal learning and development. Studies show that children who are exposed to the DAP framework have high achievement levels and good social development (Jambunathan, Burts, and Pierce, 2009). The standards of the NAEYC and DAP are currently being used as basis for constructing the kindergarten curriculum of the Philippines.

Daycare and preschool are terms interchangeably used in the field of early childhood education. Both are examples of childcare centers, but preschools are classroom-based, while Daycare centers are drop off centers for working parents (Stewart, 2019). In the Philippines, the Daycare centers, now called Child Development Centers (CDCs), function as preschool, where children are enrolled and do classroom – based activities, and this is how the term Daycare is being used in this study.

The focus of this study is Early Childhood Education (ECE) wherein several areas in the Early Childhood Care and Development (ECCD) of the city must be investigated to identify problems and find solutions. Daycare education is governed by the Department of Social Welfare and Development (DSWD) and the Daycare teachers are supervised by the City Social Welfare and Development (CSWD).

There have been several laws promulgated regarding ECCD in the Philippines. The Republic Act (RA) 8980 (ECCD Act of 2000) deals with all aspects of ECCD, from curriculum to parent education; and RA 6972 (Barangay - Level Total Development and Protection of Children Act) requires all barangays in the Philippines to establish a Daycare center providing children's care and nutrition, and special protection from all forms of neglect. House Bill no. 6410, (Magna Carta of Daycare Workers), does not mention high standards of evaluation for Daycare teacher performance. Also, the Administrative Order (AO)

no. 29 series of 2004, issued by DSWD, covers the advancement of children's growth and development; partnership with families, communities, and local government; human resource development; program management; and physical environment and safety, for an effective ECCD program. This document is what this research heavily relied on to compare with the results contextually.

However, neither of these laws indicate any evaluation process for the program nor the involvement of teachers in the curriculum crafting process. Critical to the success of the quality of ECCD programs in the Philippines is creating an investment plan for upgrading the quality of ECCD program delivery, and benefit monitoring and evaluation mechanisms. A quality Daycare curriculum must first have DAP; hence, the inclusion of real-life teacher experiences with their learners, parent-clients, and the community. Furthermore, there is a need to examine if the existing Daycare curriculum is a Lived Curriculum and if this curriculum affects the learners' outcomes.

OBJECTIVES OF THE STUDY

This study sought to determine the implications of Daycare teachers' lived experiences to the learners' learning outcomes. Specifically, this study aimed: (1) to ascertain the Daycare teachers' profile; (2) to identify the teachers' lived experiences of the Curriculum Activities; and Teaching-Learning Experiences; (3) to determine the significant difference in the teachers' lived experiences of the Curriculum Activities and the Teaching-Learning Experiences when grouped according to their profile; and (4) to determine the extent to which the teachers' lived experiences explain the learners' learning outcomes.

METHODOLOGY

The descriptive research design was used in this study. The independent variables are the teachers' profile, and the dependent variables include the Curriculum Activities, Teaching and

Learning Experiences, and the Developmental domains of the children. This study sought to determine the relationship between the independent and the dependent variables.

Daycare education, governed by the CSWD, has been in operation for more than two decades. There were 192 Daycare teachers in Cagayan de Oro City with one Daycare Center per barangay, and 15-30 children (4-5 years old) enrolled in every center. The Daycare teachers prepare their lessons through learning logs, as provided by the CSWD. They hold assemblies during December, January, and March or when there are urgent matters. They also receive seminars, trainings, and workshops which are compulsory and sponsored by CSWD.

Simple random sampling was used to get 110 sample from the 192 Daycare teachers. The parents and CSWD supervisor were also interviewed. The secondary data were the Daycare learners' achievement results, which were paired with the teachers' responses for regression analysis.

The first and second instruments were researchers-made which were benchmarked from NAEYC Standard 2: Curriculum and from DAPS Strategies and Approaches, respectively. The indicators, however, were from Brown (1995) and Simons (1998) model of Curriculum as Lived Experience. The third instrument was adapted from the checklist provided by the ECCD Council of the Philippines. Interview guide was also prepared for teachers, parents and the CSWD supervisor.

In terms of content validity, instruments were benchmarked from existing literature about curriculum activities, strategies, and lived experience of teachers. Construct validity was also established using methods from Classical Test Theory (CTT) such as Internal Consistency Reliability and Confirmatory Factor Analysis (CFA). The instruments were subjected to expert validation and were approved. A pilot-testing was conducted to establish the validity and reliability evidence of the research instruments. The reliability results using Cronbach's Coefficient Alpha indicated that both instruments 1 ($r= 0.94$) and 2 ($r=0.92$) were highly reliable. The CFA

results showed strong factor loadings for each item which means that the item is measuring the construct. The Rasch analysis also showed an item reliability of 0.96 and a person reliability of 0.94 for the overall instrument.

Frequency and Percentage were used to describe the profile of the teachers. Mean and Standard Deviation were used to measure the Curriculum Activities, the Teaching – Learning Experiences and the Learners' learning outcomes. T-test and F-test were used to determine the differences in the Daycare teacher's evaluation of their Curriculum Activities and the Teaching – Learning Experiences when grouped according to their profile. Lastly, Regression analysis was used to identify the extent to which the teachers' lived experiences explain the learners' outcomes.

Permission was secured from the CSWD head. The gathering of data took seven days with the first three days for the administration of teachers' survey questionnaire, the fourth day for interview with ten teachers; the fifth day for interview with ten parents; and sixth, for the CSWD supervisor. The students' achievement results were gathered on the seventh day. A consent form following the guidelines of the school's Research Ethics Board (REB) was attached and the teachers were asked to read, understand, and affix their signatures. The details of the research such as the title, purpose, the benefits, risks and confidentiality of their responses and the provision of their voluntary involvement and information to publish the study. Parents' consent was also attached to the third questionnaire which involved the children's summative rating. Interviews were also conducted for triangulation purposes.

After the final presentation of the researchers, the results and plan of action were presented to the Daycare teachers and CSWD supervisor.

RESULTS AND DISCUSSION

1. Daycare Teachers' Demographic Profile

Table 1 shows a total of 110 Daycare teachers and majority are females, are in the college level/ graduates, and are new to the job



since most of them are within their first five years in service. They also have attended five to ten seminars and training related to ECCD.

Table 1
Profile of Respondents [n=110]

Characteristics	Frequency	Percentage
Gender		
Male	3	2.73
Female	107	97.27
Educational Attainment		
Elem.	2	1.82
HS	2	1.82
College Degree/Level	106	96.36
Masters, PhD Degree / Level	0	0.00
Years in Teaching		
Daycare/Preschool		
1 to 5	51	46.36
6 to 10	15	13.64
11 to 15	11	10.00
16 to 20	21	19.09
21 to 25	9	8.18
30 or more	3	2.73
Seminars Attended Related to ECCD		
1 to 5	46	41.82
6 to 10	38	34.55
11 to 15	7	6.36
16 to 20	16	14.55
21 to 25	3	2.73
30 or more	0	0.00

Majority are non-education graduates, some are Education but non-ECE, while others are still in College level. This implies that their hiring abided by the existing guidelines for recruitment and hiring stated in AO no. 29 s. 2004, which does not require that professionals, paraprofessionals, and volunteer workers have to be Early Childhood Education graduates.

All countries offering child-care services should hire professionals who have undergone the necessary standards for professional preparations (NAEYC, 2010). The Kindergarten Curriculum of DepEd is patterned after NAEYC standards, giving the DSWD an idea to include these standards for hiring child-care workers.

2. Daycare Teachers' Self-Evaluation of their Lived Experiences of the Curriculum Activities

Table 2 shows Curriculum activities are 'Above Average' except for *Objectives*, which is described as High. The deviation results show that the responses are clustered near the mean.

Teachers believe that their curriculum experiences meet with the demands of a lived curriculum in terms of identifying students' needs, which implies that the teachers have been trained well in getting to know the children's backgrounds, screening results, and previous achievements, as they are also mandated to keep children's portfolio.

Table 2
Teachers' Evaluation of their Curriculum Activities

Curriculum Activities	Mean	Description	Sd
Learning Needs	3.25	Above Average	0.43
Objectives	3.36	High	0.45
Testing	3.15	Above Average	0.42
Materials	3.08	Above Average	0.48
Teaching	3.22	Above Average	0.47

Still, teachers have not given the freedom to design objectives as there are suggested topics related to culture in the AO 29, s 2004. Children must be introduced to diversities such as culture, family, and gender roles, so they can learn themselves better. However, teachers are currently attending seminars that help them become proactive about these cases, to dispel the teachers from misjudging or misdiagnosing children.

In terms of Objectives, teachers realize that they are like drivers, leading the children to their destination. Researches reveal that students' learning outcomes improve when teachers undergo more specialized training in instructional design (Mendenhall, 2012). However, challenges on religiously following their daily learning logs, writing culturally responsive/sensitive objectives, and dealing with interruptions such as holidays were evident.



As for testing, the indicators for lived curriculum somehow match with the existing local ECCD standards. Assessments on identifying multimedia and electronics, physical and chemical change, and socio-dramatic play on societal roles were not included in the ECCD rating scale. Furthermore, there were some limitations like Sand and water play activities to test their fine-motor skills and technology usage which cannot assess children’s knowledge, skills, and attitudes because of the lack of ICT-related resources.

Moreover, teachers can explore varied learning materials and strategies which include collaborative activities and music and movement strategies to foster children’s sense of belongingness. However, materials for gross-motor skills and scientific thinking were not provided; neither were workbooks recommended and print and book concepts were not considered focus lessons. Math and counting and mathematical concept integration in their role play activities were less emphasized, although they have math integrated in their action songs.

3. Daycare Teachers’ Self-Evaluation of their Teaching-Learning Experiences

Majority of the Daycare teachers evaluated their teaching – learning experiences as ‘*Exemplary*’. Table 3 results imply that the teachers do present contrived situations from everyday experiences of children and used inquiry-based techniques where their reasoning skills and thought expression are challenged.

Table 3
Respondents’ Self-Evaluation of their Teaching-Learning Experiences

Teaching Learning Experiences	Mean	Description	Sd
Thought Expression	3.51	Exemplary	0.42
Feeling Expression	3.53	Exemplary	0.43
Attitude Formation	3.55	Exemplary	0.39
Value Discussion	3.57	Exemplary	0.42
Knowledge			0.48
Mediation	3.28	Exemplary	
Action Execution	3.16	Very Good	0.50

Based from AO 29, s 2004, children are encouraged by their teachers to share ideas and involve in setting classroom rules, when applicable. However, teachers need to model solving real classroom conflicts to children because it is one way of teaching accountability.

In terms of extracting feelings, results imply that teachers abide to the existing rules and standards in ECCD and they have developed their affective skills and cascaded them to the children. However, based from the ECCD rating scale, Receptive and Expressive Language, have no indicators which can be seen measuring language used in expressing emotions. In the Social-Emotional Domains, some activities seem to support expressing of emotions. Hence, the ECCD rating scale needs to weave together some skills that connect one domain with another.

Moreover, it can be implied that the Daycare teachers have also modeled their attitudes and values to their learners. Religion is not included in the AO 29, s 2004, but teachers have been strongly encouraged to model values through prayer and values because this helps them develop their social competence. Additionally, teachers applying teacher-centered activities can be less authentic and this could be resolved using strategies which provide children direct and purposeful experiences.

In terms of Knowledge Mediation, results imply that the Daycare teachers have been trained well to prefer hands-on activities, which is a far more preferred style than the traditional methods (Kennedy, 2019). Moreover, developing children’s strategic thinking and decision-making skills were observed and the teaching strategies of Action Execution have been applied but still teacher-centered, with less authentic and contrived activities. According to the teachers, they have challenged children’s decision-making skills in their art activities, story-telling time, as well as in role and socio-dramatic plays.

4. Analysis of the Learners’ Learning Outcome using the ECCD checklist

Table 4 shows that the learners’ learning outcomes are on the average level. In terms of the



Gross motor domain, children are able to experience daily activities that help move their large muscle groups.

Table 4
Learners' Learning Outcomes

Learner's Learning Outcomes	Mean	Description	Sd
Gross Motor Domain	3.01	Average	0.31
Fine Motor Domain	2.96	Average	0.35
Self-Help Domain	2.89	Average	0.29
Receptive Language Domain	3.02	Average	0.33
Expressive Language Domain	2.97	Average	0.30
Cognitive Domain	3.04	Average	0.27
Socio-Emotional Domain	2.95	Average	

However, less outdoor activities like games without rules which require the children to move large muscles like walking, hopping, skipping, and running, was observed. Another factor is the lack of gross-motor instructional materials which is not mentioned in AO 29, s 2004. Gross-motor materials will help them more in their muscle readiness for adult functioning, environmental navigation, and improving health (Holecko, 2019).

In terms of Fine-motor domain, more pre-writing activities such as stamping and sand and water play are needed. Furthermore, the average level of the learners' Self-Help skills imply that the children are already independent in terms of eating, drinking and in hygiene practices but still need mastery. This shows that home activities are incorporated in the teachers' daily learning logs.

The average level of receptive language, imply that most of the children are able to understand their language well but more activities will help them to follow simple instructions. Although the children are able to experience picture-word association activities, they still need more mastery. Moreover, children tend to mix up simple prepositions when locating objects or following instructions and find it difficult to understand them.

Moreover, the average level of the Expressive Language domain implies that they are exposed to cooperative learning activities that trigger their abilities to express language such as in storybook reading, action songs, and read-aloud activities. However, book concepts were not included as lessons. There were also limited activities which should help the children learn and make use of tenses leading to difficulties in using words in the past tense both in the Mother Tongue and in English.

Furthermore, the *Average* level of Cognitive domain, results imply that teachers are able to implement activities that challenge the children's cognitive abilities. However, there's a need for child-centered activities and pre-writing tasks and more actual activities through play that improves their cognitive functions. Also, the average level of the Socio-Emotional domain implies that children are exposed to games, play activities, and action songs to express their emotions, but their relationship with others need to be improved because this builds strong social-emotional skills such as trust, empathy, compassion and a sense of right and wrong which leads to awareness of the feelings (Wathu, 2013).

5. Differences in the Teacher's Lived Experiences of the Curriculum Activities and the Teaching-Learning Experiences when grouped according to their Profile

5.1. In terms of Gender

Table 5
Differences of Daycare Teachers' Lived Experiences when grouped according to Gender

	Male		Female		t-test
	Mean	SD	Mean	SD	
Curriculum Activities	2.86	0.47	3.22	0.45	0.19 ns
Teaching-Learning Experiences	3.56	0.34	3.43	0.45	0.54 ns

Note: **p<0.01



Overall, any teacher, regardless of gender can relate his or her lived experiences with the lived curriculum model. Still, the ECCD Coordinator confirmed the need to increase the number of male teachers in Daycare centers to add a male/father figure. Researches also support this idea to have both male and female role models and to bring changes to the gender stereotype held by young children about the profession (Zhang, 2017).

5.2. In terms of Educational Attainment

Table 6
Differences of Daycare Teachers' Lived Experiences when grouped according to Educational Attainment

	Elementary		High School		College Units/Degree		F-test
	Mean	SD	Mean	SD	Mean	SD	
Curriculum Activities	2.85	1.26	3.13	0.39	3.22	0.43	0.43 ns
Materials	2.40	1.41	2.65	0.35	3.10	0.45	0.05*
Teaching-Learning Activities	3.92	0.12	3.62	0.26	3.42	0.44	0.23 ns

Note: **p<0.01

Table 6 shows that there is no significant difference in the teachers' lived experiences when grouped according to educational attainment. However, among the curricular activities, 'Materials' reveal a significant difference with those in College having a higher mean and this is due to the additional trainings these Daycare teachers had in their college years. Researches also support that teachers with college degrees tend to be more efficient in developmentally appropriate practices in preschool (Whitebook, 2003).

5.3. In terms of No. of Years in Teaching Preschool/Daycare

There are no significant differences in the Daycare teachers' lived experiences of the curriculum activities when grouped according to Number of Years in teaching Preschool/Daycare as shown in Table 7. This implies that although the

expectations of the lived curriculum meet with the existing practices, it does not guarantee quality.

Table 7
Differences of Daycare Teachers' Lived Experiences when grouped according to No. of Years in Teaching Preschool/Daycare

	1 - 5 Years		6 - 10 Years		11 - 15 Years		16 - 20 Years		21 to 25 Years		30 or more Years		F - test
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Curriculum Activities	3.17	0.50	3.23	0.41	3.33	0.43	3.26	0.40	3.17	0.42	3.12	0.29	0.69 ns
Teaching-Learning Activities	3.43	0.44	3.49	0.39	3.44	0.44	3.40	0.48	3.47	0.50	3.26	0.29	0.80 ns

Note:
**p<0.01

According to Alonso and Garcia (2017), a lived curriculum is continuously constructed and reconstructed based on the experiences of highly trained teachers in the classroom. If it allows the suggestions of teachers who are newly hired with no educational qualifications, then the quality of the curriculum is at stake.

5.4. In terms of the Number of Seminars/Training/Workshops Attended Related to ECCD

Table 8
Differences of Daycare teachers' lived experiences when grouped according to Number of seminars /Trainings/Workshops Attended Related to ECCD

	1 - 5		6 - 10		11 - 15		16 - 20		21 - 25		F-test
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Curriculum Activities	3.16	0.50	3.16	0.40	3.36	0.33	3.30	0.38	3.67	0.39	0.17 ns
Teaching Learning Activities	3.50	0.42	3.33	0.21	3.09	0.40	3.59	0.35	3.70	0.30	0.03 *
Thought Expression	3.53	0.40	3.39	0.20	3.34	0.51	3.75	0.31	3.87	0.12	0.02 *
Feeling Expression	3.60	0.41	3.45	0.20	3.14	0.36	3.63	0.39	3.80	0.20	0.03 *
Attitude Formation	3.64	0.38	3.44	0.16	3.14	0.43	3.69	0.24	3.67	0.31	0.003**
Value Discussion	3.65	0.37	3.47	0.24	3.17	0.31	3.73	0.23	3.80	0.35	0.01 *
Action Execution	3.22	0.54	3.04	0.20	2.80	0.26	3.35	0.48	3.47	0.46	0.04 *

Note: **p<0.01

Table 8 presents that there is no significant difference in the Daycare teachers' lived experience of the Curriculum Activities and there is a high significant difference (p-value = 0.03*) in the



Daycare teachers’ lived experience of the Teaching – Learning Experiences when grouped according to number of seminars/trainings/workshops attended related to ECCD.

The results imply that the Daycare teachers relied more on their trainings and seminars provided by ECCD and not from the theories and concepts from their undergraduate classes. Among the 106 Daycare teachers under college degree/level, majority of them are not Education majors, or finished Education but not related to ECCD. As Gong (2015) highlighted, teachers having Bachelor’s Degree requirement in preschool did not show a strong effect in the children’s outcomes. This also implies that regardless of their educational attainment, the Daycare teachers’ lived experiences connect with the Lived Curriculum model by Brown and Simons. Also, the Daycare teachers’ professional development is prioritized and continuously are provided with opportunities to be better.

Teachers who have attended 21 to 25 seminars tend to relate their lived experiences of the teaching-learning activities in terms of Thought Expression (p-value=0.02*), Feeling Expression (p-value =0.03*), Value Discussion (p-value =0.01*), and Action Execution (p-value=0.04*) more than those teachers who have fewer attendance in seminars. This implies that the topics / coverage of the trainings / workshops / seminars provided (about Teaching-Learning Experiences) are taken from real-life experiences of preschool teachers. Also, the resource persons of these professional development activities are involved in the field of early childhood education.

6. Extent of Influence of Daycare Teachers’ Lived Experiences on Learners’ Learning Outcomes

Table 9 shows the final model as highly significant, using Simple Linear Regression analysis between the teachers’ Lived Experience and the learners’ learning outcomes. For every unit increase in the teacher’s lived experience, the children’s learning outcomes increase by 0.24

holding numeric measures constant. Also, the independent variables were subjected to multicollinearity testing.

The results also show that, in the area of ‘Materials’, if teachers’ experiences in crafting developmentally – appropriate materials are considered and included in the decision-making process of the curriculum, then there will be an increase of children’s engagement, leading to the improvement of learning outcomes.

Teachers who are involved in the curriculum development process, particularly in selecting and making instructional materials, contribute to the improvement of the curriculum quality and the students’ learning outcomes (Alsubaie, 2016). The teachers are in direct contact with the students, the parents, and the overall curriculum so it is essential to hold their views as important ingredients in the improvement of the quality of the curriculum and the education of the children in general.

Table 9
Regression Analysis Between the Daycare Teachers’ Lived Experience and Learners’ Learning Outcomes

Variables	t Stat	P-value	Regression Coefficient	F	df	adj. R square	Constant
Overall model				7.41092389	1	0.06	2.16895452
Curriculum as Lived Experience	2.722301212	0.007560218	0.240983859				9

Note:
 **p<0.01
 Final SLRA Regression Model FINAL MODEL
 Adj. R²: 0.06 $\hat{y} = b_0 + b_1x_1$ $\hat{y} = 2.17 + 0.24 x_1$
 F value: 7.41**

CONCLUSIONS

The Curriculum as Lived Experience model by Brown (1995) and Simons (1998) and the construct of Lived Curriculum were exemplified by the relatedness of the teachers’ real life experiences in the Daycare Curriculum. Seminars which enrich the teachers’ Teaching - Learning Experiences of and Curriculum created with the involvement of teachers, contribute to the improvement of children’s learning outcomes.

Teachers have a crucial role in shaping the curriculum activities and learning experiences. They should be allowed to make curricular



decisions based on their lived experiences with the learners. If these lived experiences will be integrated into the curriculum and translated into learning goals, teaching strategies and assessments, then the students will engage more and lead to the improvement of learning achievements.

Curriculum activities and experiences will no longer become contrived but authentic. This study will provide opportunities for early childhood educators to be given the involvement they deserve in the shaping of a real-world curriculum for the children.

RECOMMENDATIONS

The Daycare Teachers should actively involve themselves in professional and curriculum development which hone their knowledge, skills, and attitudes in teaching preschool/Daycare so they can implement teacher initiated but child-centered teaching strategies, authentic or relatable experiences for the children, and develop children's affective domain through values formation.

The CSWD Director should involve the teachers in the curriculum development process leading to a more context-based curriculum. Seminar-workshops, trainings, programs for teachers, encouraging parents to become actively involved, provisions for playgrounds, sand and water area, ICT materials should be prioritized. The ECCD Checklist should also be revised to pair parental records and direct assessments as procedures.

The PSED Pre-service Teachers should observe local preschool/Daycare classrooms and interact with the teachers, children, parents, and CSWD personnel about their lived experiences and use these to create connections/comparisons with that of the international setting. Lastly, this research can be a reference for future studies in early childhood education about the contextualized curriculum and lived experience.

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AUTHORS' PROFILE



Ronald M Quileste, Assistant Professor V of the School of Education. Doctor of Philosophy in Education. Mentor of Early Childhood Education pre-service teachers. Expertise in Assessment of Learning, Educational Technology and Art Education. Trainer of local Daycare workers. International Journal Research Reviewer. Preschool and elementary teacher for 4 years.



Charity Rose A Pagara, Assistant Professor V, Director of the School of Education Graduate Studies and IDEA Program. Doctor of Philosophy in Education. Trainer of Peace Education and Science-related Topics. International Journal Research Reviewer. Xavier University Task Force member of Online Teaching and Learning.

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