

An Alignment of Bachelor of Early Childhood Education Curriculum per Philippine Professional Standards for Teachers (PPST): Basis for Teacher Quality Framework for ECE Pre-service Teachers

Raquel D. Almasa

University of Southeastern Philippines, Philippines, kheld02@yahoo.com

Abstract: This study focused on aligning the Bachelor of Early Childhood Education Curriculum Components per PPST to come up a teacher quality framework for ECE pre-service teachers in the Philippines. Using unpacking of beginning teachers' indicators (BTIs) in PPST and content analysis, distinct competencies were ascertained. A total of eight participants were commissioned as panel of experts to unpack the BTI's in the PPST. Based on the result of the study, thirteen distinct competencies were identified to be included in the teacher quality framework, namely: a) demonstrate learnedness the content of ECE specifically the holistic development and learning of the children, b) apply teaching strategies that are developmental and play-based in all learning areas to include ICT and mother tongue to facilitate the teaching-learning of the children, c) develop skills in networking and collaboration with relevant stakeholders to improve learning programs practices, d) inculcate the value of respect in diversity in school and whole community, e) display pride and commitment on professional ethics, f) display pride and commitment as early childhood educators, g) set-up a nurturing and inclusive learning environment for children, h) design conducive environment for learning and development, i) implement differentiated and developmentally appropriate practice for diverse children, j) prepare responsive ECE learning programs, k) address learning goals and outcomes by applying systematic use of appropriate assessment tools and methods, l) able to work collaboratively to improve teaching practice, and m) demonstrate understanding on systematic use of appropriate assessment tools and methods. Hence, the teacher quality framework designed for ECE pre-service teachers may be put-upon as practical guide for the Teacher Education Institutions in order to prepare their graduates the beginning competencies needed when they are employed in the field.

Keywords: Bachelor of early childhood education curriculum, Philippine professional standards for teachers, ece pre-service teachers, teacher quality framework, teacher standards

Introduction

A teacher quality framework for Early Childhood Educators is geared towards providing relevant support for tertiary teachers in a quest to produce graduates with relevant trainings in the field. While the Philippine Professional Standards for Teachers (PPST) aspired to provide a quality academic training to every pre-service teacher; still, it seemingly has insufficient mechanisms to make sure the Early Childhood Education tertiary students are provided with the applicable training needed to be equipped.

Similarly, in most countries the national standards for teachers are generic. This is reflected in the survey conducted by Southeast Asian Minister of Education, Organization, Innovation and Technology (SEAMEO INNOTECH, 2010), in the Southeast Asian countries namely; Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Thailand, Viet Nam and most of all; the Philippines. Furthermore, as mentioned by Call (2018), the countries whose current position in the 2016 PISA tables range from 1 – 27th; particularly the UK, Japan, US, China, Finland and Singapore still share the same practice having general national standards for teachers. However, it is very important to note that UK, USA and England are on the verge of institutionalizing teacher standards for Early Childhood Education.

In the Philippines, the Bachelor of Early Childhood Education (BECED) curriculum remodel to learning competency-based/outcomes-based education. Core competencies are laid down by the Commission of Higher Education as reflected in CMO No. 76 or the "Policies, Standards and Guidelines of BECED". It is clear in the said CMO, the expected competencies the BECED students must adhere regardless of what HEI they come from. However, it is apparent that there is still a gap in terms of inculcating to students what is to be an early childhood educator seeing the teacher standards crafted is generic. For this reason, it is all the same perplexing to students what are expected from them in the field since they are refined to generic teacher standards.

More likely, if the BECED curriculum components and PPST are aligned, a distinct teacher quality framework for ECE is designed. In particular, the researcher sought to determine the confounding indicators in the PPST in order to translate them to be applicable in ECE settings. Hence, the researcher was interested to conduct this study for the ECE pre-service teachers have a clear frame of reference on what are the expected competencies they shall demonstrate when they are in the field.

Review of Related Literature

Philippine Professional Standards for Teachers

The definition and purposes of Philippine Professional Standards for Teachers (PPST) are stipulated in DepEd Order No. 42, s. 2017. In this order, it is explained that PPST was built on National Competency-Based Teacher Standards because of the various national and global frameworks to mention, K to 12 Reform, ASEAN Integration, globalization and the changing character of the 21st century learners. PPST complements the reform initiatives on teacher quality from pre-service to in-service training. It articulates what constitutes teacher quality in the K to 12 reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice and effective engagement. The said professional standards include seven domains.

The first domain is “content knowledge and pedagogy.” In this domain, the teachers are expected to value the essence of having proficiency in content knowledge and its interrelationship within and or across curriculum areas. Besides, having an in-depth understanding of the employment of theories and principles of teaching and learning. More importantly, exercising developmentally appropriate and suggestive pedagogy with the basis on content knowledge and current research. Also, it is expected from the teachers that they exhibit aptness in Mother Tongue, Filipino and English to best support the teaching and learning process. Notably, they have to display the required skills to include, communication strategies, teaching strategies and technologies to elevate high-quality learning outcomes.

The second domain is “learning environment.” It is emphasized that teachers have to organize learning environments that are safe, secure, fair and supportive in order to promote learner a sense of responsibility and achievement. In addition, they design an environment that is learning-focused and they efficaciously manage learner behavior in a concrete and virtual space. Likewise, they utilize a spectrum of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.

The third domain is “diversity of learners.” The teachers are expected to substantiate learning environments that are responsive to individuality. Significantly, they respect learners’ diverse characteristics and experiences as inputs to the planning and design of learning opportunities. Above all, they exercise celebrating diversity in the classroom and the need for teaching practices that are differentiated to motivate all learners to be thriving citizens in a changing local and global environment.

The fourth domain is “curriculum and planning.” Teachers have the free-will to take initiative in acquainting with the national and local curriculum requirements. Importantly, they can translate curriculum content into learning activities that are meaningful to learners and based on the principles of effective teaching and learning. More so, they can apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons that are contextually relevant, responsive to learners’ needs and incorporate a range of teaching and learning resources. Finally, communicating learning goals supports learner participation, understanding and achievement.

The fifth domain is “assessment and reporting.” It is a must that the teachers apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners’ needs, progress and achievement. They use assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. They provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.

The sixth domain is “community linkages and professional engagement.” The teachers need to know how to establish school-community partnerships aimed at enriching the learning environment, as well as the community’s engagement in the educative process. They identify and respond to opportunities that link teaching

and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. They understand and fulfill their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

The seventh domain is “personal growth and professional development.” The teachers have to value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. Significantly, value personal and professional reflection and learning to improve their practice. Notably, assume responsibility for personal growth and professional development for lifelong learning.

Above all, the seven domains serve as a guide for the teachers to possess the characteristics of a quality teacher in the Philippines with consideration of the 21st century learning.

Preparation Practices of the Teacher Education Institutions to ECE Pre-service Teachers

Teacher preparation contributes to the success of producing quality graduates in the field of teacher education. Definitely, these prospective teachers need to have sufficient trainings in the Teacher Education Institutions (TEIs). Indeed, the trainings to be provided have to be taken seriously. Since these will determine if the pre-service teachers have the right skills to be highly effective to teach young children. Alternatively, TEIs have different priorities as to what domains they entail their students to develop. However, there are common standards that the TEIs around the world share the same beliefs and principles.

In the Philippines, there is only one common teacher standards that the teachers have to follow regardless of their specialization. With this in mind, the researcher included all the seven domains reflected in the PPST to grasp what are these specific trainings the BECEd students need. The domains enumerated below were from different related literature and related studies with regard to training the prospective teachers in the frame of reference of Early Childhood Education principles.

Domain 1- Content Knowledge and Pedagogy

The know-how of the pre-service teacher on the content and pedagogy has a weight in the teacher training in Teacher Education. Obviously, every TEI has different compass of program goals. Similarly, the focus diverges from program to program because of their distinct features. However, it is also important to note that although there are variations, still, there are common components that are included in most programs. As accentuated by Lewin (2004), the similitude of these components need to be given extra attention in the training of the prospective teachers because this will define quality of the trainings provided to them. To mention, the awareness of the different subjects offered in the primary curriculum, the knowledge and application of the different methods in teaching, the ways and means of assessing the learning outcomes of the children in relation to respective subject areas, the rationalizing the capabilities of the children with regard to assessment, the sympathy of how children master skills and how their developmental domains affect learning, the acquisition of professional distinctiveness by having knowledge on the professional courses offered in the school, and lastly, the chances of applying what have been taught in the classroom during the teaching internship with the support from the cooperating teachers in the field.

Additionally, it is also important to note that skills in developmentally appropriate practice and play-based strategies need to be highlighted in the pre-service training. More importantly, the positive use of ICT and proficiency in mother tongue are encouraged to aid the learning process of the children. These aforementioned statements were supported by UNESCO and SEAMEO (2018) that, teachers need to reflect that play has an essential role in the lives of the children. Hence, it provides ample of chances for the children to learn and develop. In addition, the language understood by children is encouraged to be used by the teacher for the children to easily connect with teacher and vice versa.

The precedent statements were also claimed by UNESCO's International Institutes for Educational Planning (n.d.) that, pre-service teachers need to have compendious knowledge on the content area. More so with the methods of teaching. Notably, it was suggested that the prospective teachers need to have ample of opportunities to engage themselves in demonstration teaching while taking those courses that involve strategies and methods

instead of the teacher in the TEIs giving lecture about pedagogy. Although it was re-emphasized in the foregoing statements about knowledge on the content and pedagogy in ECE, still, it is difficult to enunciate in the hearts and minds to some students to be child-centered. As revealed in the study of Garces and Arboleda (2017), it was found out that the students in the TEIs have given so much weight on the disciplinary subjects rather than in holistic education. This was attested when twenty-four students were asked to answer the questionnaire with regard to learner-centered education. Thus, it is still a challenge to train the students in the TEIs.

On the lighter note, for the students to become well-prepared, as stated in National Association for the Education of Young Children (2012), they need to be often exposed to several opportunities to engage with children in order to obtain sound knowledge and understanding of young children's characteristics and needs. Notably, the foundation that covers the multiple, interrelated areas of children's development and learning are: physical, cognitive, social, emotional, language, and aesthetic domains; play, activity, and learning processes; and motivation to learn—and is supported by coherent theoretical perspectives and by current research.

Domain 2- Learning Environment

The awareness of pre-service teachers on the appropriate set-up of learning environment is stressed. In the Philippines, there is a single policy on the implementation of Kindergarten Program both in the public and private schools. Specifically, DepEd Order No. 47 or the Omnibus Policy on the Kindergarten Education enumerated the common standards in organizing the learning environment. As such, it is appropriate for the teachers in the TEIs to introduce the forenamed policy to the students for them to become familiar of the practices in actual field. Particularly, the pre-service teachers have to be aware that the learning environment of young children is inclusive for all. This includes, openness, respect, care, nurturing and safe for the holistic development of the children. More importantly, the prospective teachers have to be aware that the materials, equipment, and learning spaces are designed to encourage children for discovery and exploration. After all, children are considered as active learners. Likewise, the teachers-to-be have to understand that when organizing the classroom, it anticipates individual, small-group, and whole group activities and allow for teacher and child-initiated activities. Indeed, the children are taught to be responsible for their own learning.

In connection, teachers have a tremendous responsibility in furnishing inclusive learning environment especially those children with special needs. UNESCO and SEAMEO (2018), suggested that, teachers have to supply children with varied learning and development activities. Significantly, in all circumstances, practice inclusiveness in all areas. In terms of managing challenging behavior, as reflected in the Proficient Teacher Evidence Guide: Early Childhood Teachers by NSW Education Standards Authority (n.d.), enable to manage children with challenging behavior, it is a requisite to establish and negotiate clear expectations with children.

In addition, to create a healthy, respectful, supportive and challenging learning environments for each child, the National Association for the Education of Young Children (2012) suggested the following features in setting-up learning environment for children. To mention: first, the environments are healthy—that is, the prospective teachers need to possess knowledge and skills on promoting young children's physical and psychological health, safety, and sense of security, second, the environments reflect respect—the prospective teachers have to practice impartiality among children especially their development and learning, third, the learning environments created by prospective teachers are supportive—that is, they have in-depth understanding that the children make meaning based on their experiences through play, spontaneous activity and guided investigations, finally, the learning environments that prospective teachers create are appropriately challenging—in short, the prospective teachers have to tie in what they know about coexistent theory and research to build learning environments that provide achievable and stretching experiences for each child-including children with special abilities and children with disabilities or developmental delays.

Domain 3- Diversity of Learners

As stressed by Florian and Rouse, cited by European Agency for Development in Special Needs Education (2010), the TEIs have to prepare students to welcome children with special needs. They need to be sensible that although their course does not include Special Education, appropriate responses have to be developed by them. Furthermore, as stressed by Jordan et al., cited by European Agency for Development in Special Needs

Education (2010) that, practicum experiences will give opportunities to pre-service teachers to examine and foster their beliefs and then learn how to address the needs of diversity in the classroom.

To strengthen the acceptance of students on inclusivity, Grimes (2014) stated that inclusive education needs to be part of training the pre-service and in-service teachers. Equally important, if the TEIs practice embedded approach in promoting inclusivity, teachers are more likely to develop all encompassing values and attitudes and feel responsible for all children. Therefore, acquainting all student teachers through mandatory courses help increase the quality of education for all children.

Moreover, the Early Childhood Framework for Quality of NYC Department of Education (n.d.) emphasized that early childhood educators need to implement their understanding on engaging children in a variety of developmentally appropriate learning experiences and certify that the process of teaching is based on children's individual strengths, interest and needs. Another aspect that the pre-service teachers need to consider, as reflected in the NYC Department of Education (n.d.) is the building of trust. This can be done by creating a community in which all children, families, and staff feel welcome and included, embracing diversity in many forms – including, but not limited to: race, ethnicity, socioeconomic status, home language, country of origin, immigration status, ability, special needs, religion, gender, gender expression, sexual orientation, housing status, and cultural background and experience. Notably, Caswell (2016) cited from Young, suggested that, for the pre-service teachers to be prepared for inclusive classrooms, general educators need to take one or a few special education courses. Indeed, no matter what pre-service teachers take to prepare them for inclusive classrooms, complacency of strategies and techniques needs to be achieved.

Above all, enclosed in individual preparation program, teachers learn and acquire different methods, techniques, and skills required to work with a population of students ranging from gifted and talented, to those with moderate to severe disabilities. According to Caswell (2016) cited from California State University, no matter how trained the teacher is on inclusive education through trainings and simulations, still, it is not an assurance that the teacher is prepared as he/she enters the classroom.

Domain 4- Curriculum and Planning

Pre-service teachers need to have knowledge and understanding in terms of curriculum and planning. As emphasized in CHED Memorandum Order No. 76, s. 2017, part of the training of the TEIs in BECED Program is the ability of the students to design, implement, and evaluate a developmentally appropriate Early Childhood curriculum in different contexts and apply child development concepts and principles to appropriately respond to the needs of diverse learners. As inferred by Bhawan, Wing & Marg (2006), with continuous contact of pre-service teachers with children in the field through internship would help them choose, design, organize and conduct meaningful classroom activities, critically reflect upon their own practices through observations, record keeping, and analysis and develop strategies for evaluating children's learning for feedback into curriculum and pedagogic practice.

Domain 5- Assessment and Reporting

Knowledge on assessment and reporting is a pre-requisite of becoming an Early Childhood Educator. According to Delosa and Morales (2015), assessment is a vital skill that pre-service teachers need to work out to ensure the quality of teaching and learning is not jeopardized. Indeed, they affirmed that the TEIs are the best venue where skill is developed.

Furthermore, the pre-service teachers have to be familiar with the conduct of assessment especially the one stipulated in DepEd Order No. 47, s. 2016. As indicated in this DepEd Order, the intent of assessment is to assist teachers to understand individual strengths and weaknesses, and enable them to design appropriate learning activities to cater to the needs of individual learners. Besides, assessment leads to identification of possible learning difficulties or disabilities that may require further evaluation, and/or plans for early interventions. It is important to note that teachers have to refer to the expected competencies corresponding to the age of the children to appropriately assess children's progress, behavior and attitudes.

Domain 6- Community Engagement and Professional Linkages

As reflected in the National Association for the Education of Young Children (2009), students prepared for early childhood degree programs need to understand that successful early childhood education depends upon partnerships with children's families and communities. Moreover, they have to learn to value the complex characteristics of children's families and communities. Significantly, they use their understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Furthermore, engaging the community and having professional linkages contribute to the success of the ECE program. According to UNESCO and SEAMEO (2018), one example of this is by contextualizing the teaching-learning process by inviting them as facilitators wherein they can take part in sessions as appropriate and agreed upon with the community. With this in mind, pre-service teachers need to be educated on how to build relationships with these relevant people, namely, parents, guardians and the community. As said by Evans (2013) cited from Coffey (2010), there were several studies conducted that show how pre-service teachers were better able to incorporate community knowledge into their instruction. To mention, their participation in various family engagement activities as required by Higher Education course work.

Green (2016) cited from Horn & Campbell (2015) found that many pre-service teachers were satisfied when they were asked to be assigned in the community as part of their coursework. According to the student teachers, the opportunity to work with a realm of community citizens, exposed them to "different insights, opinions and viewpoints". Indeed, as evidenced of their adoption of several lesson ideas into their placement practicum and units of work, a new understanding of the availability of resources and expertise in the wider community, and exposure to different teaching styles and ideas were gathered. Hence, the assurance to incorporate new learning ideas into teaching practice addresses the significance of how exposure in the field served as a concrete ground from which they could take risk in envisioning new likelihood.

Domain 7- Personal Growth and Professional Development

The main reason why professional development is continuous for a reason that the teacher preparation programs have not sufficiently train the pre-service teachers for all conditions. According to Shady, et al. (2013) cited by Caswell (2016), professional development workshops positively impact teacher' abilities to teach students with specific learning disorders," which mean even if a teacher did not learn about a specific topic in school, there is still an opportunity to learn. Although professional development may not always be offered, it is provided as a supplement to improve teacher quality.

It is important to consider that the skills that pre-service teachers need to be aware of in terms of professional development are as follows: a) know and use ethical guidelines and other professional standards related to early childhood practice, b) knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources, and c) informed advocates for sound educational practices and policies (National Association for the Education of Young Children, 2009). As suggested by Malm (2009), the teacher education needs to heighten the awareness of students of what it means to be a teacher, both the personal "being" and the professional "becoming" as indispensable and correlated dimensions of career development. She added that, teacher education needs to focus much more on the personal processes involved in becoming a professional teacher, that is, teacher training program should comprise a well-grounded balance between the cognitive and emotional dimensions to teach. Hence, UNESCO and SEAMEO (2018) pointed out that, the central point of professional development depends on the commitment to proactive and continuous lifelong learning and personal mastery.

In summary, when defining teacher quality framework for early childhood educators, it is necessary to look into the alignment of Teacher Education Curricular Program to the standards set for early childhood educators to consistently practice them in early childhood settings. By clearly delineating the expected competencies and skills for early childhood educators, they will become knowledgeable and aware of their roles and responsibilities in educating the very young children. As what Gallie and Keevy (2014) said, teachers being skilled in their academic and professional knowledge and having the ability to impart that knowledge in an ethical, appropriate and engaging manner is what professional standards are all about.

Method

Material and Methods

The main instrument used in this study was the “Beginning Teachers Indicators (BTIs) in the PPST”. This involved 37 strands/indicators dispersed in the seven domains as stipulated in the PPST. The strands/indicators have increasing levels in terms of knowledge, practice and professional engagement. In particular, the eight respondents involved in the study are experts in ECE, certainly, were commissioned to unpack the PPST. They are from Davao City, Digos City and Cebu City, Philippines. The underpinning of the selected respondents in the study was done via purposive sampling. Significantly, as what mentioned in Research Methodology (2018), purposive sampling could be made use of by the researcher when only individual judgement was applied in order to choose cases that facilitate in actualizing the research objectives of the inquiry. The point of reference in selecting the respondents were as followed: first, at least have three years length of experience in ECE field, and second, have first-hand experience in the ECE area. The involvement of the respondents followed the institutional Ethics Committee guidelines and had been approved. They voluntarily submit themselves as respondents of the study and agreed by affixing their signature in the informed consent given by the researcher.

The first method in this study was the unpacking of BTIs by means of translating the strands/indicators to descriptors applicable in ECE settings. In this case, the respondents provided statements that would capture the meaning of the strand/indicator as applicable to ECE settings. The second method utilized content analysis. As explained by Mayring (2000), content analysis may be utilized when the researcher has to analyze the texts. The researcher made sure that the approach in treating the conveyed information was objective and methodologically controlled within the bounds of context. In particular, the data collated during the unpacking of standards were content analyzed in order to arrive at coded meanings and themes. These were the onset in designing teacher quality framework for ECE pre-service teachers.

Results and Discussion

Unpacking of Philippine Professional Standards for Teachers (PPST): On Beginning Teachers Indicators

The unpacking of PPST Beginning Teachers Indicators was the first phase of the study. In this part, the Beginning Teachers Indicators (BTIs) that were not applicable for ECE settings were unpacked in order to identify skills that Early Childhood Educators need to possess. Then, the indicators were translated to be applicable for ECE settings.

As agreed by the respondents, the final indicators were patterned with the common standards. The translated indicators were only improved to incorporate the suggested skills per indicator by the respondents. For confirmatory validation, the researcher presented the draft of the output to the respondents. In the first validation, the respondents suggested some more indicators that needed to be included. In addition, they provided the statements and made some corrections in the draft. Then, in the second validation, the researcher let the participants checked the final output. At this point, no more suggestions made from the respondents.

Accordingly, a teacher quality framework for ECE Pre-service Teachers was determined. The output of the unpacking of standards was “Performance Indicators Guide for ECE Pre-service Teachers.”

Domain 1- Content, Knowledge and Pedagogy

In Domain 1, there are seven indicators specified, to wit:

1. Demonstrate content knowledge and its application within and/or across curriculum teaching areas,
2. Demonstrate an understanding of research-based knowledge and principles of teaching and learning,
3. Show skills on the positive use of ICT to facilitate the teaching and learning process,
4. Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills,
5. Apply teaching strategies that develop critical and creative thinking, and/or higher order thinking skills,
6. Use Mother Tongue, Filipino and English to facilitate teaching and learning, and

- Demonstrate understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.

In the identification of indicators to be unpacked by the respondents, it was decided that Indicators 1, 2, 3, 4, 5, and 6 were only included. Indicator 7 was not counted in because they believed it is already fitted in ECE settings. Figure 1 showed the unpacking for Indicator 1 of Domain 1 - Content Knowledge and Pedagogy.

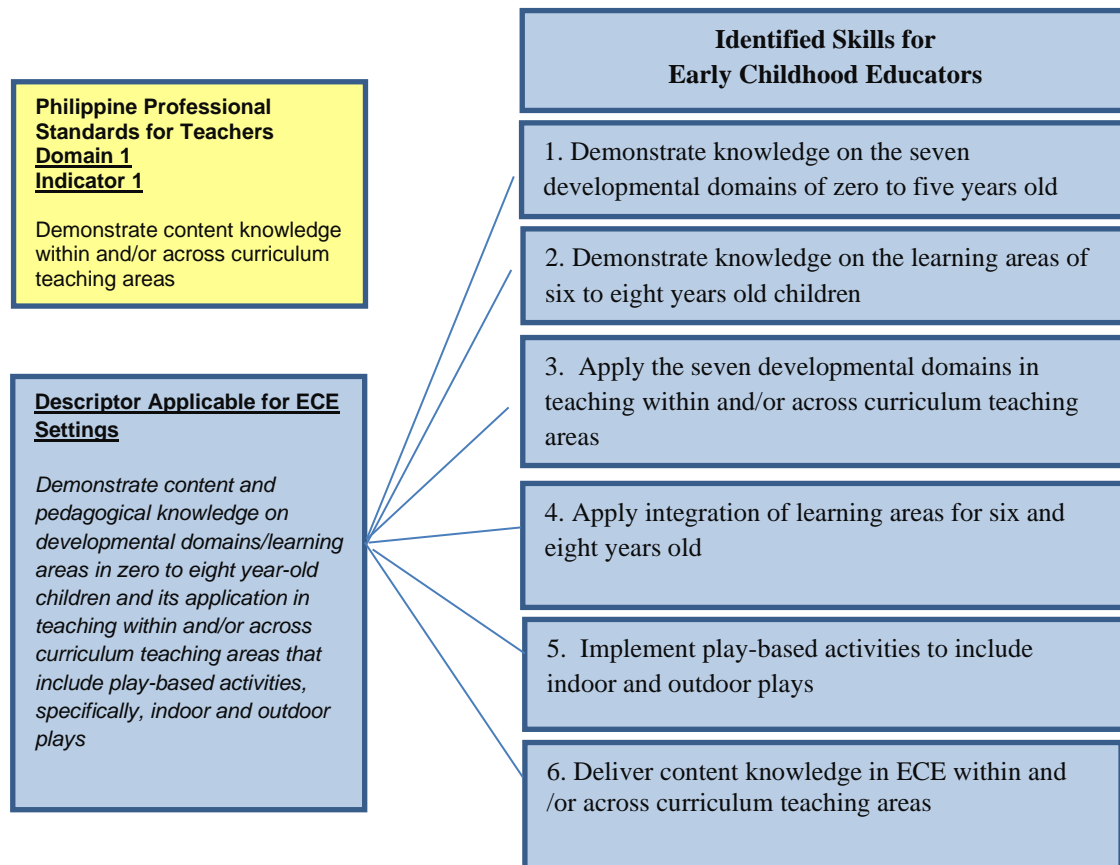


Figure 1. Unpacked Indicator 1 of Domain 1

Based on Figure 1, it was determined that six skills were provided by the respondents that Early Childhood Educators needed to possess in terms of content knowledge and its application within and/or across curriculum teaching areas. To mention,

- Demonstrate knowledge on the seven developmental domains of zero to five years old children,
- Demonstrate knowledge on the learning areas of six to eight years old children,
- Apply the seven developmental domains in teaching within and/or across curriculum teaching areas,
- Apply integration of learning areas for six to eight years old,
- Implement play-based activities to include indoor and outdoor plays, and
- Deliver content knowledge in ECE within and/or across curriculum teaching areas.

As specified by respondent PA, she said that, it is important to include the seven developmental domains, namely: a) socio-emotional development, b) values development, c) physical and motor development, d) aesthetic/creative development, e) mathematics, f) understanding of the physical and natural environment, and g) language, literacy and communication in zero to five year-old children.

Additionally, respondent PD suggested during the review of the draft of the output that, it is important to include content knowledge on implementing play-based activities to include indoor and outdoor plays. She suggested that the translated indicator would be “demonstrate content and pedagogical knowledge on developmental domains/learning areas for zero to eight year-old children and its application in teaching within and/or across curriculum teaching areas that include play-based activities, specifically, indoor and outdoor plays”. Figure 2 is

the result of the unpacking for Indicator 2 - demonstrate an understanding of research-based knowledge and principles of teaching and learning.

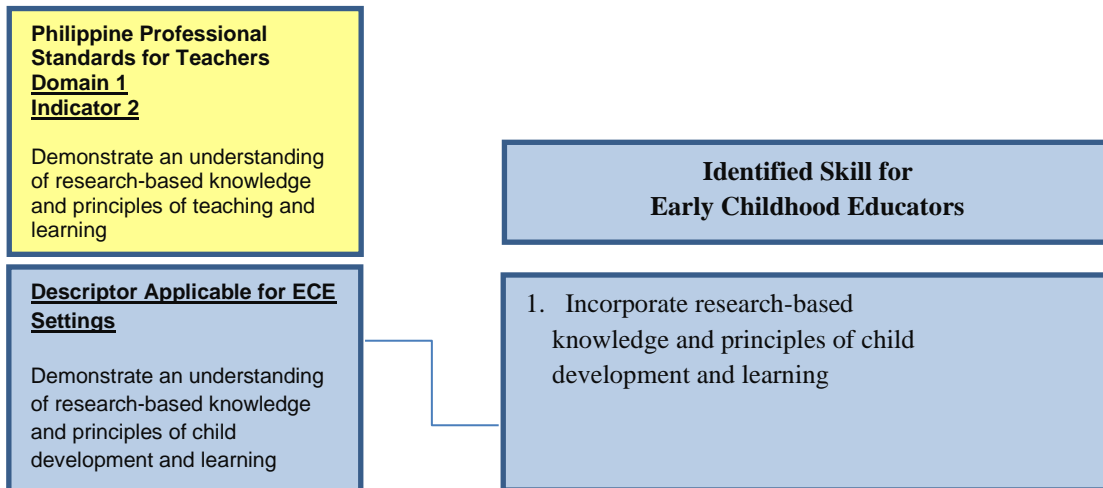


Figure 2. Unpacked Indicator 2 of Domain 1

As shown in the Figure 2, only one skill was identified by the respondents, particularly, respondent PE, she said that:

“As an ECE teacher, it’s a must that students know about researches and principles on child development and learning. When looking at the courses in ECE, you observed that there are subjects about these both in the Foundation and the Specialization courses”.

It was suggested that the skill for Early Childhood Educators would be “incorporate research-based knowledge and principles of child development and learning”. The translated indicator provided by the respondents was “demonstrate an understanding of research-based knowledge and principles of child development and learning”. Figure 3 presents the unpacking for Indicator 3 of Domain 1.

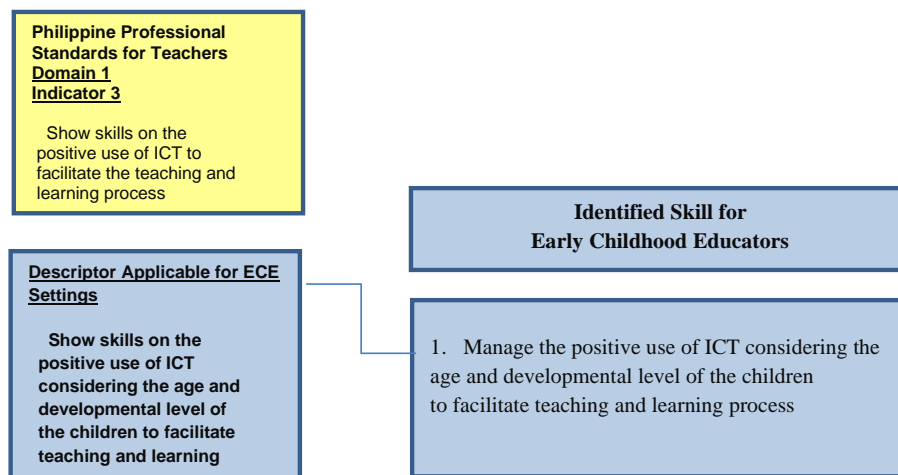


Figure 3. Unpacked Indicator 3 of Domain 1

The Indicator 3 was not included during the unpacking of standards with the group. The skill indicated was suggested by respondent PA during the review of the draft of the output; thus, she claimed:

Paki indicate dha na i- consider ang age and developmental level of the children. So i- state nga “manage the positive use of ICT considering the age and developmental level of the children to facilitate teaching and learning process”. (Please indicate there that age and developmental level of the children should be considered. So, state that “manage the positive use of ICT considering the age and developmental level of the children to facilitate teaching and learning process”).

The same observation with respondent PH that age need to be considered because the use of ICT is different from younger and older children. The indicator applicable for ECE settings is “show skills on the positive use of ICT considering the age and developmental level of the children to facilitate teaching and learning process”. Figure 4 presents the unpacking of Indicator 4.

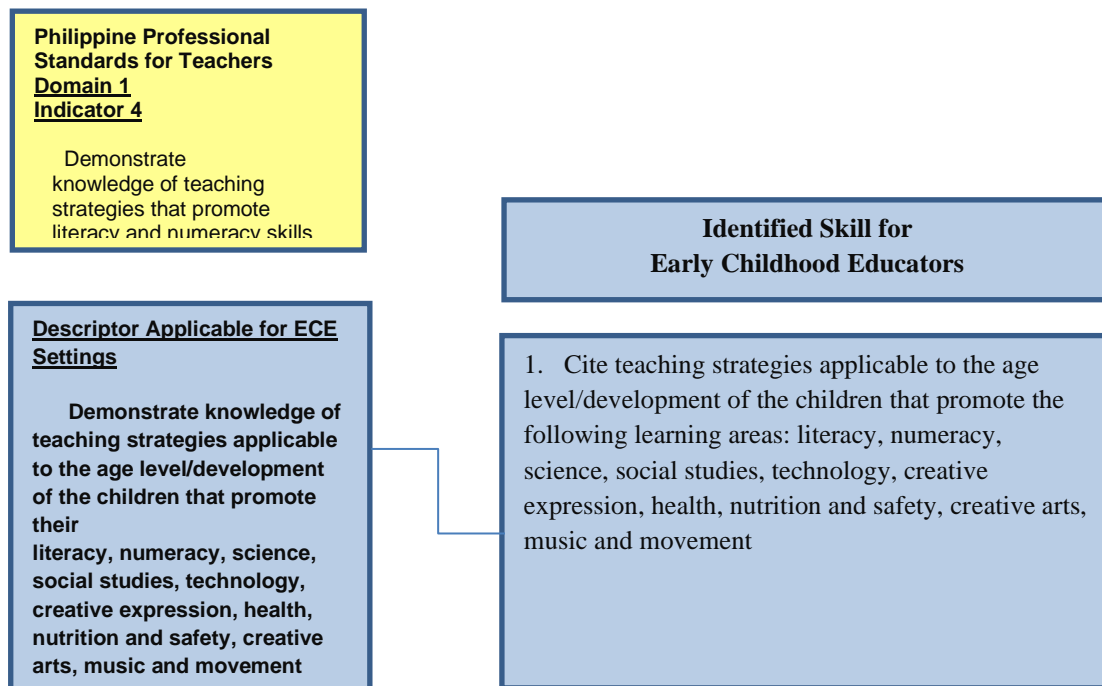


Figure 4. Unpacked Indicator 4 of Domain 1

Figure 4 shows the result of the unpacking in Indicator 4 of Domain 1. As seen on the figure, only one skill is indicated. Respondent PG explained why she included the learning areas specified in the skill. According to her:

“we should not limit on literacy and numeracy only, since in the different subjects, especially in the specialization courses, naay science, social studies, technology, creative expression, health, nutrition and safety, creative arts, music and movement, dapat iapil siya, after all, gitudlo man sad ni siya sa mga studyante, dba?” (we should not limit on literacy and numeracy only, since in the different subjects, especially in the specialization courses, there are science, social studies, technology, creative expression, health, nutrition and safety, creative arts, music and movement, they should be included, after all, they are taught to students, right?)

It was suggested that the skill could be stated as “cite teaching strategies applicable to the age level/development of the children that promote the following learning areas: literacy, numeracy, science, social studies, technology, creative expression, health, nutrition and safety, creative arts, music and movement”.

However, this was simplified in the final descriptor to: “demonstrate knowledge of teaching strategies applicable to the age level/development of the children that promote their literacy, numeracy, science, social studies, technology, creative expression, health, nutrition and safety, creative arts, music and movement skills”.

Figure 5 shows the unpacking of Indicator 5 of Domain 1.

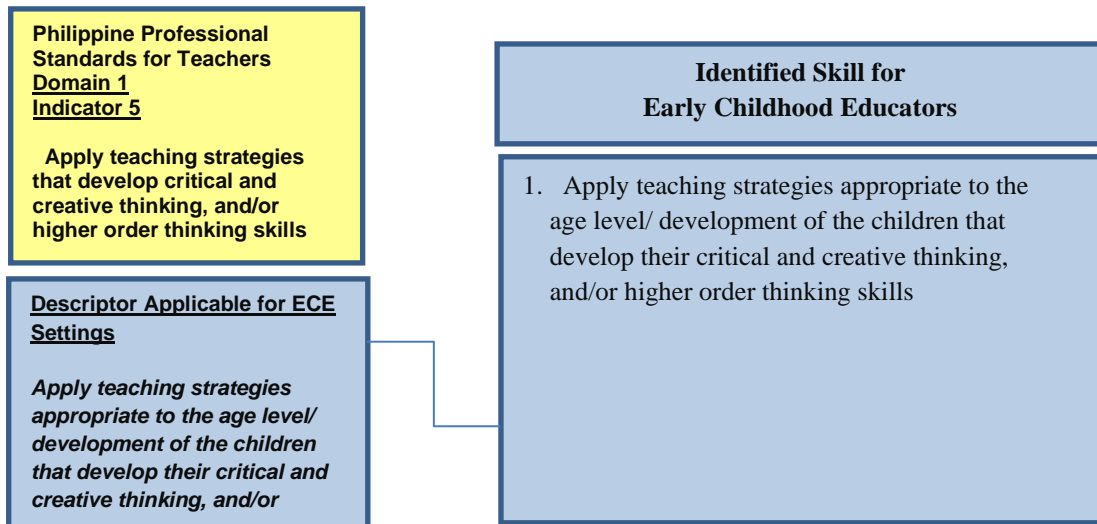


Figure 5. Unpacked Indicator 5 of Domain 1

Indicator 5 was not included in the unpacking during panel discussion. This was only suggested by respondent PG during the review of the draft of the output. She included only “appropriate to the age level/development of the children”, and the rest was the same.

The translated indicator applicable for ECE settings is “apply teaching strategies appropriate to the age level/ development of the children that develop their critical and creative thinking, and/or higher order thinking skills”. Figure 6 presents the result of the unpacking of Indicator 6 of Domain 1.

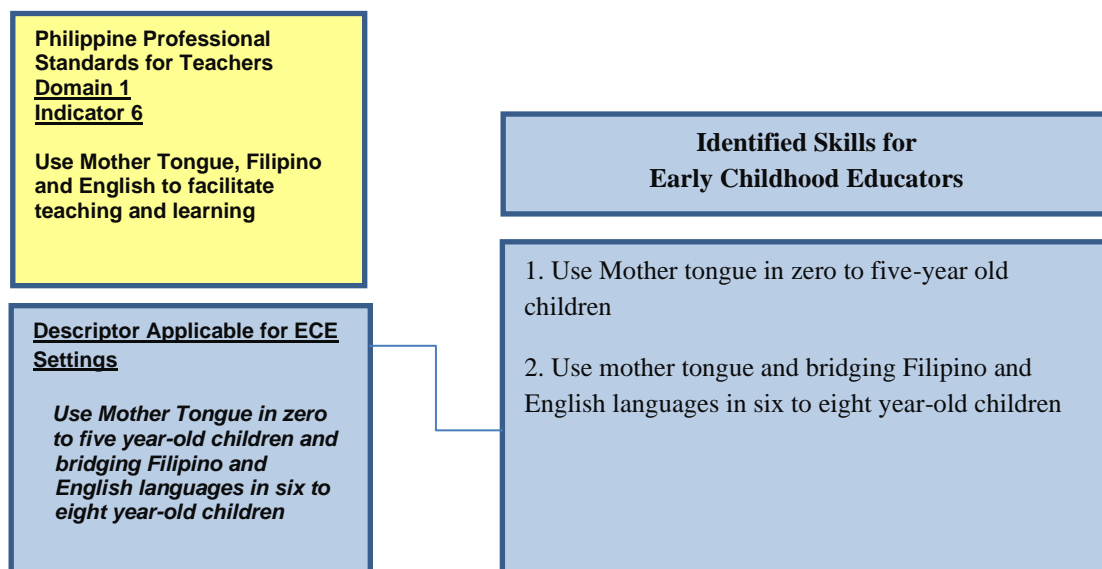


Figure 6. Unpacked Indicator 6 of Domain 1

The unpacking of Indicator 6 revealed two skills, namely: a) use Mother Tongue in zero to five-year old children and b) use Mother Tongue and bridging Filipino and English languages in six to eight year-old children. The need to separate these was explained by respondent PA, she said that:

“I think there’s a need to separate this, dapat, use mother tongue sa five-year old children, tapos use mother tongue, and bridging Filipino and English languages in six to eight year-old”. (I think there’s a

need to separate this, it should be, use of mother tongue for five year-old children, then use of mother tongue, and bridging Filipino and English languages to six to eight year-old.)

On the contrary, respondent PC argued that there was a need to consider those private schools that their mother tongue is not in Binisayang Pinulungan.

The respondents made a consensus that these have to be separated since “Mother Tongue” is used in public schools under Department of Education. The final descriptor in this domain is “Use Mother Tongue in zero to five year-old children and bridging Filipino and English languages in six to eight year-old children”.

Domain 2- Learning Environment

In Domain 2, there are six indicators, namely:

1. Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure environments,
2. Demonstrate an understanding of learning environments that promote fairness, respect and care to encourage learning,
3. Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments,
4. Demonstrate understanding of supportive learning environments that nurture and inspire learner participation,
5. Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning, and;
6. Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.

Out of the six indicators, only three indicators (2, 4 and 6) were unpacked. The rest were retained. Presented in Figure 7 was the result of unpacking for Indicator 2 of Domain 2 - Learning Environment.

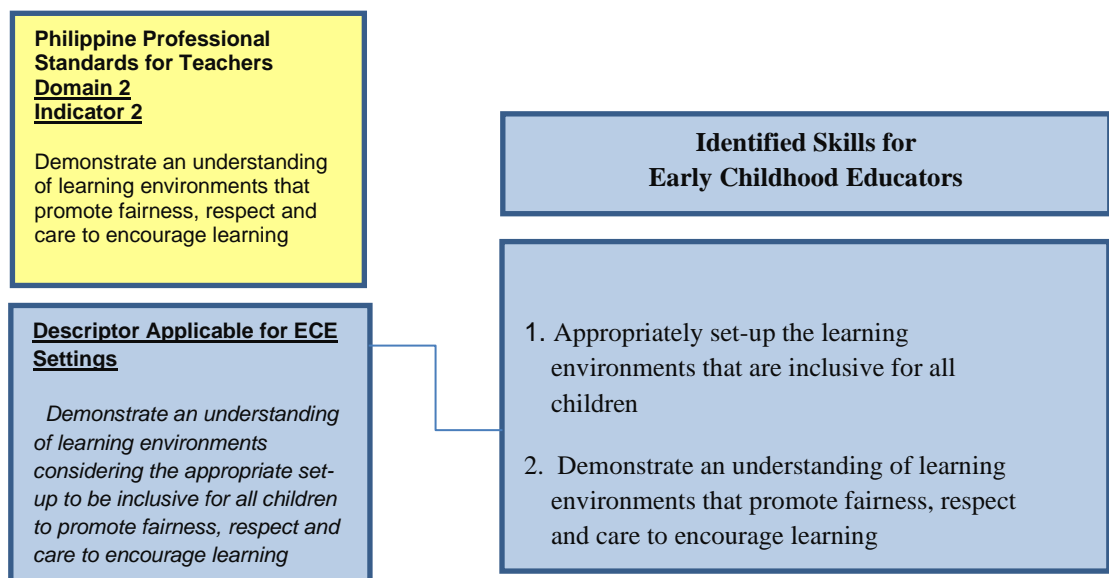


Figure 7. Unpacked Indicator 2 of Domain 2

The unpacking for Indicator 2 of Domain 2 revealed two skills that Early Childhood Educators should demonstrate. Such as:

1. Appropriately set-up the learning environments that are inclusive for all children, and;
2. Structure learning environments that promote fairness, respect and care to encourage learning.

Respondent PF pointed out the reason why there was a need to include “inclusive for all children” in Skill 1. According to her:

“pareho gihapon pero dungagan lng ug lain nga skill, demonstrate understanding of learning environments that are inclusive for all children, kay dapat inclusive gyud pati sa learning environment. Naa raba silay subject inclusive education sa University, mandated pud na sa ched, cmo no. 76” (Just the same but add different skill, demonstrate understanding of learning environments that are inclusive for all children, because it should be inclusive even in “learning environment”. There is subject “Inclusive Education” in the University, and it is also mandated by CHED, CMO No. 76)

Meanwhile, respondent PG reacted that there was a need to be specific. Hence, she retorted:

“I believe, there is a need to be specific in here, appropriately set-up siguro, cause I think, when the teacher has demonstrated knowledge on this, s/he knows how to set up the learning environment. Pwede kaya marevise na ma’am to appropriately set-up the learning environments that are inclusive for all children?” (I think there is a need to be specific in here, maybe appropriately set up, cause I think when the teacher has demonstrated knowledge on this, s/he knows how to set up the learning environment. Can it be revised ma’am to appropriately set-up the learning environments that are inclusive for all children?)

This was affirmed by respondent PA, according to her, DepEd Order No. 47 s. 2016 or the Omnibus Policy on Kindergarten Education needed to be instilled to the prospective teachers. It has to be considered when setting-up the classroom.

The final descriptor for Indicator 2 in Domain 2 is “demonstrate an understanding of learning environments considering the appropriate set- up to be inclusive for all children to promote fairness, respect and care to encourage learning”. Presented in Figure 8 was the unpacking for Indicator 4 of Domain 2.

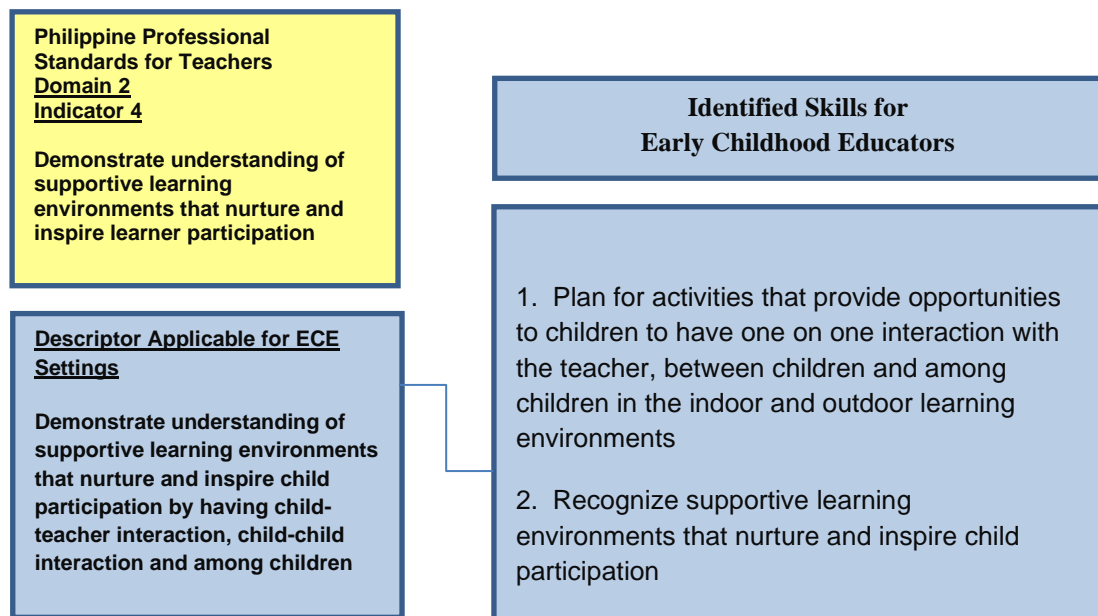


Figure 8. Unpacked Indicator 4 of Domain 2

As illustrated in Figure 8, two skills were agreed by the respondents. First, plan for activities that provide opportunities to children to have one on one interaction with the teacher, between children and among children in the indoor and outdoor learning environments. Second, recognize supportive learning environments that nurture and inspire child participation.

The suggestion was made by respondent PE. Thus, she explained:

“dapat maapil tong one on one interaction sa bata ug teacher, between children, and among children both indoor and outdoor learning environments.” (one on one interaction with teacher and the child, between children, and among children both indoor and outdoor learning environments)

The final indicator for Indicator 4 is “demonstrate understanding of supportive learning environments that nurture and inspire child participation by having child-teacher interaction, child-child interaction and among children”. Shown in Figure 9 was the result of the unpacking for Indicator 6 of Domain 2.

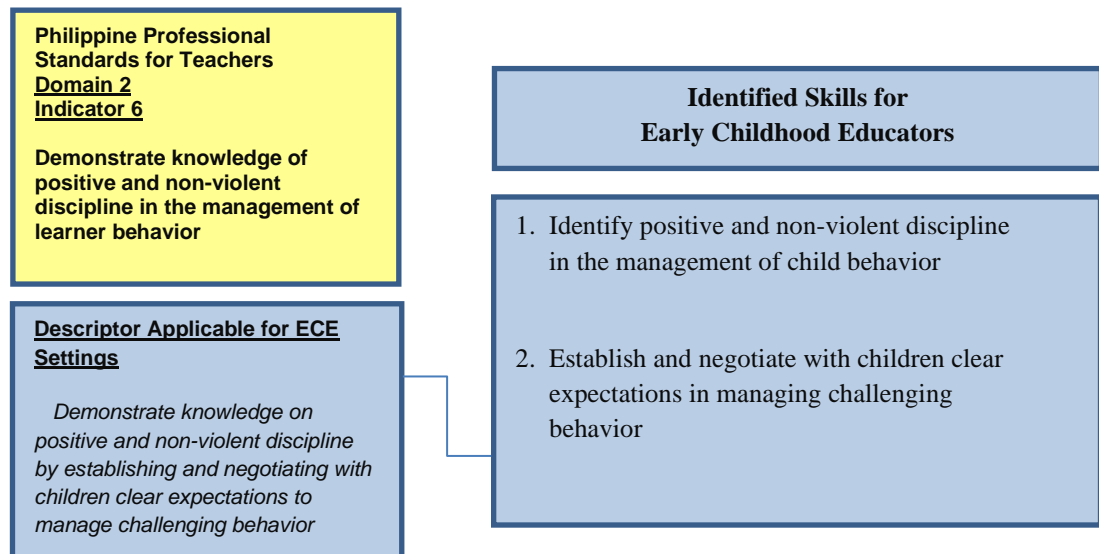


Figure 9. Unpacked Indicator 6 of Domain 2

Consequently, Indicator 6 was not included when unpacking of standards was done. One of the respondents in the TEI particularly respondent PF suggested that, it has to be specified. As such she explained:

“dapat naay skill na maidentify positive and non-violent discipline, then pwede maapil ang clear expectations? pwede pud xa ma state like “establish and negotiate with children clear expectations in managing challenging behavior”. Naa man gud ni nga topic sa subject na Guiding Children’s Behavior ...” (there should be skill on identification of positive and non-violent discipline, then can clear expectations be included? It can be stated like “establish and negotiate with children clear expectations in managing challenging behavior”. It is found in the topic in subject Guiding Children’s Behavior...)

Hence, the suggestions of the respondent were included. To combine the two skills, the final descriptor applicable for ECE settings was “demonstrate knowledge on positive and non-violent discipline by establishing and negotiating with children clear expectations to manage challenging behavior”.

Domain 3- Diversity of Learners

Whereof, Domain 3 consisted of five indicators, namely:

1. Demonstrate knowledge and understanding of differentiated teaching to suit the learners’ gender, needs, strengths, interests and experiences,
2. Implement teaching strategies that are responsive to the learners’ linguistic, cultural, socio-economic and religious backgrounds,
3. Use strategies responsive to learners with disabilities, giftedness and talents,
4. Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation, chronic illness; displacement due to armed conflict, urban settlement or disasters; child abuse and child labor practices, and;
5. Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.

During the unpacking of standards, it was suggested that only Indicator 1 be unpacked.

Illustrated in Figure 10 was the result of the unpacking for Indicator 1 of Domain 3 - Diversity of Learners.

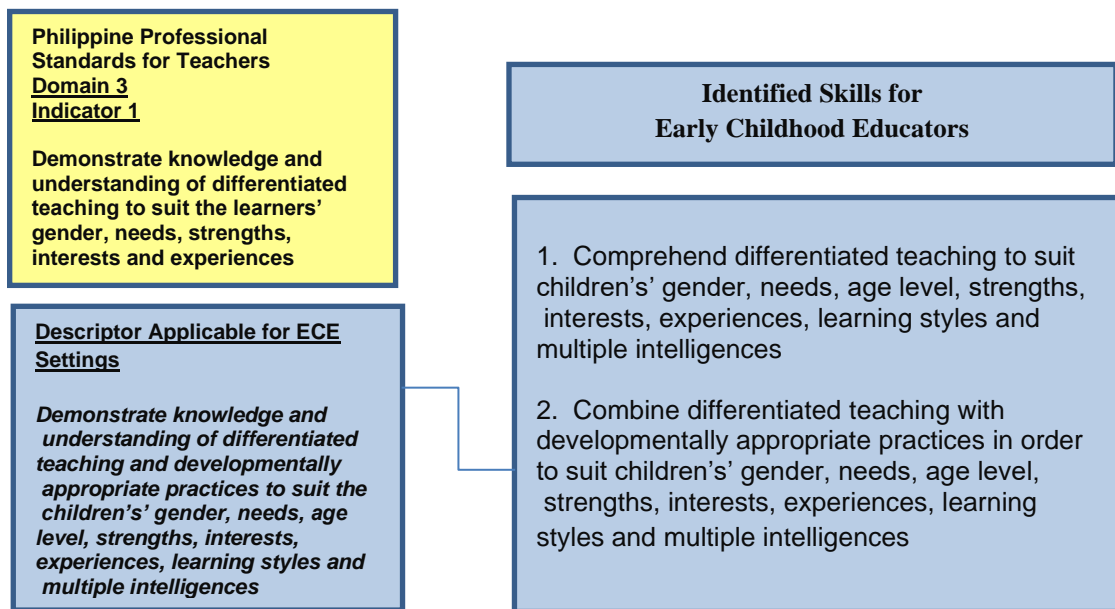


Figure 10. Unpacked Indicator 1 of Domain 3

Conversely, for Indicator 1 of Domain 3; respondent PB suggested to use the word comprehend instead of demonstrate knowledge in Skill 1. He added that, there was a need to include learning styles and multiple intelligences under this indicator. Another suggestion made by respondent PD was, "*combine differentiated teaching with developmentally appropriate practices in order to suit children's' gender, needs, age level, strengths, interests, experiences, learning styles and multiple intelligences*".

Respondent PA agreed with the suggestions made by the two participants, in fact she concurred:

"importante gyud na maapil mga learning modalities ug MI, dapat nakaspecific gyud na, kay para ang teacher, iya gyud na I consider when teaching. Kay lahi lahi raba ta way makalearn, dapat, klaro ni sa mga teachers." (it is important to include learning modalities and multiple intelligences, they should be specified, so that the teacher will consider that when teaching. Because different way of learning, it should be clear to the teachers)

As suggested, the final indicator is "*demonstrate knowledge and understanding of differentiated teaching and developmentally appropriate practices to suit the children's' gender, needs, age level, strengths, interests, experiences, learning styles and multiple intelligences*".

Domain 4- Curriculum and Planning

Henceforth, there were five indicators associated to Domain 4, namely:

1. Prepare developmentally sequenced teaching and learning process to meet curriculum requirements,
2. Identify learning outcomes that are aligned with learning competencies,
3. Demonstrate knowledge in the implementation of relevant and responsive learning programs,
4. Seek advice concerning strategies that can enrich teaching practice, and;
5. Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.

Concurrently, shown in Figure 11 was the result of the unpacking for Indicator 1 of Domain 4 - *Curriculum and Planning*.

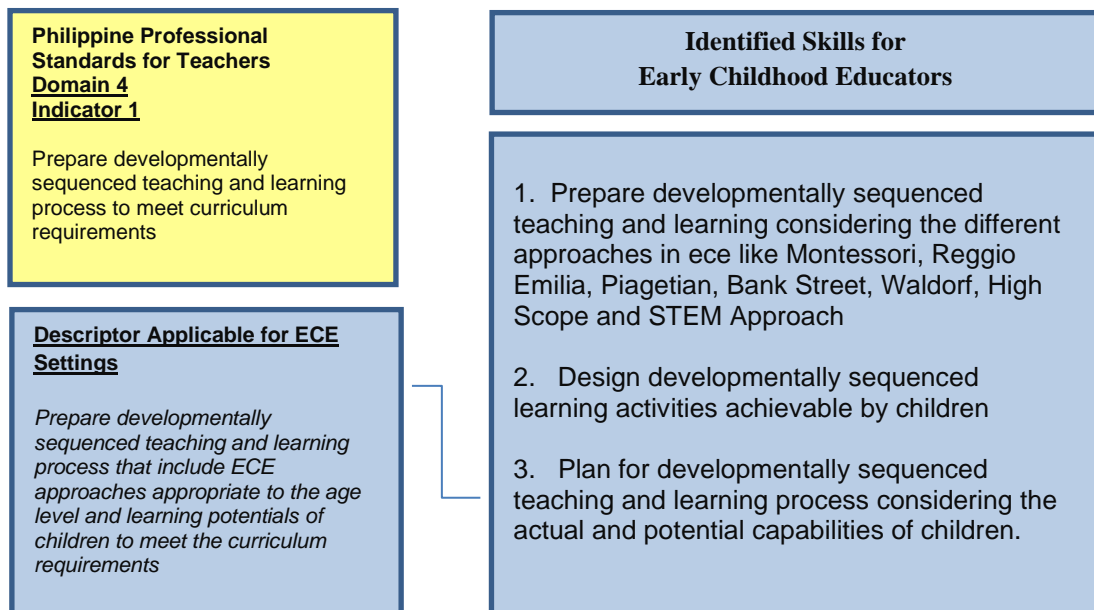


Figure 11. Unpacked Indicator 1 of Domain 4

The result of the unpacking for Indicator 1 of Domain 4 revealed three skills. Skill 1 was added by respondent PD during the review of the draft of the output, she specified that approaches in ECE needed to be mentioned. The other two skills were unpacked by the participants during panel discussion.

The second skill was suggested by respondent PB - design developmentally sequenced learning activities achievable by children. And the third skill - plan for developmentally sequenced teaching and learning process considering the actual and potential capabilities of children; was provided by respondent PF, according to her:

“Ginatudlo baya namo ni sa mga studyante. Unsaon pag-alalay sa mga bata nga naglisod.” (We teach this to the students. How to scaffold to those children who have difficulty.)

Since there was a suggestion made by respondent PD, the researcher revised the final indicator during the panel discussion. This was to incorporate the suggestion of respondent PD during the review of the draft of the output. Consequently, the final descriptor was “prepare developmentally sequenced teaching and learning process that include ECE approaches appropriate to the age level and learning potentials of children to meet the curriculum requirements”. Presented in Figure 12 was the result of the unpacking for Indicator 2 of Domain 4.

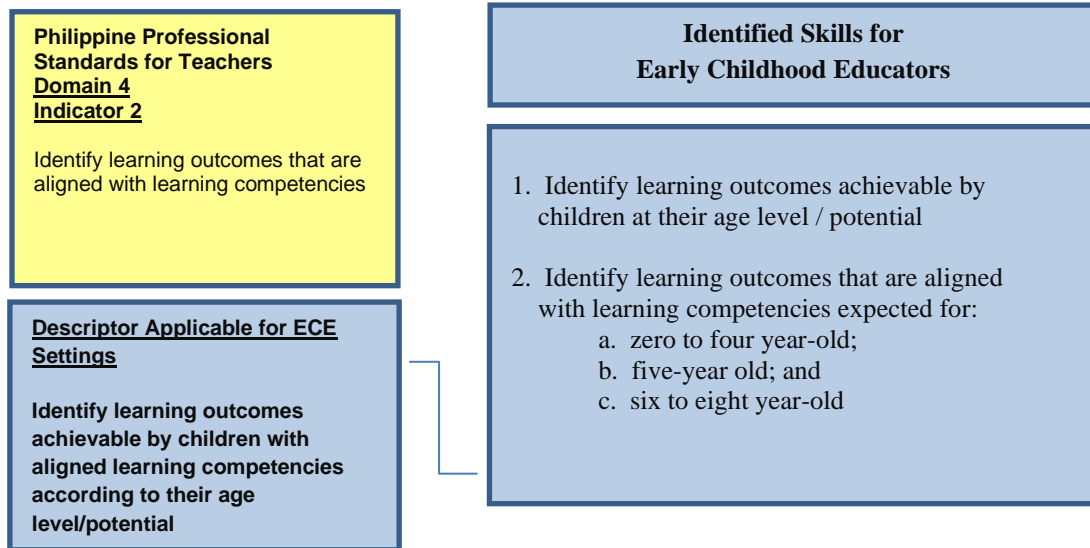


Figure 12. Unpacked Indicator 2 of Domain 4

The unpacking for Indicator 2 of Domain 4 revealed two skills. These were:

1. Identify learning outcomes achievable by children at their age level / potential, and;
2. Identify learning outcomes that are aligned with learning competencies expected for: zero to four year-old, five-year old and six to eight year-old.

As pointed out by respondent PA, there was a need to separate learning competencies for zero to four year-old, five year-old, and six to eight year-old learners. According to her, they were different.

The final descriptor for Indicator 2 of Domain 4 is “identify learning outcomes achievable by children with aligned learning competencies according to their age level”. Diagrammed in Figure 13 was the unpacking for Indicator 3 of Domain 4.

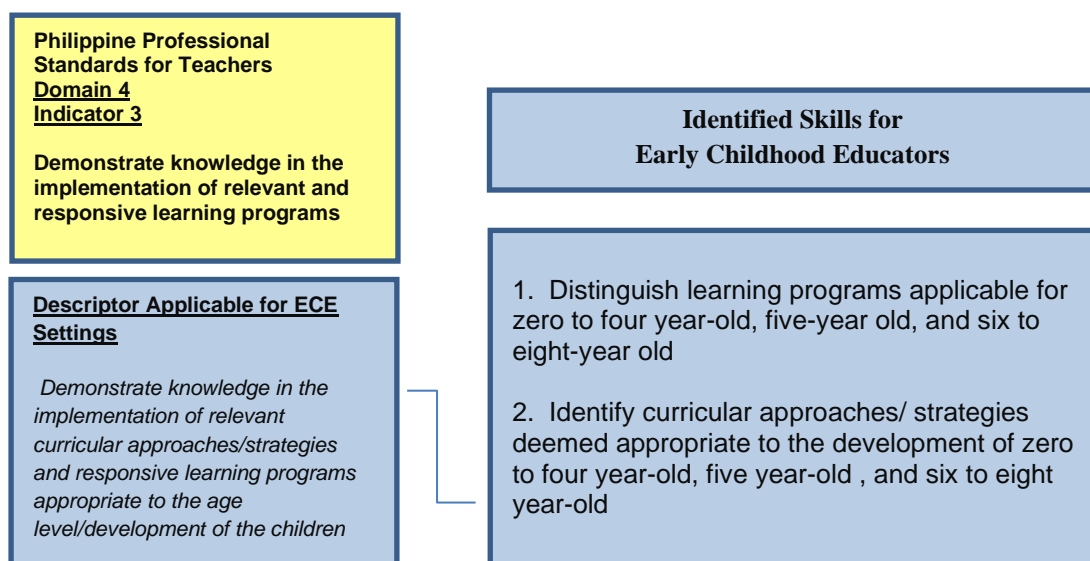


Figure 13. Unpacked Indicator 3 of Domain 4

For Indicator 3 of Domain 4, the respondents suggested two skills for Early Childhood Educators to demonstrate, these were:

1. Distinguish learning programs applicable for zero to four year-old, five-year old, and six to eight year-old, and;
2. Identify curricular approaches/ strategies deemed appropriate to the development of zero to four year-old, five year-old , and six to eight year-old.

In Skill 1, respondent PG gave her reason why there was a need to distinguish learning programs according to age. She stated that:

“Dapat klaro jud ang learning programs. Kay with what is happening now, na pressure na ang mga kindergarten teachers sa demand sa parents nga their children can read sentences already after they finish kindergarten.” (Learning programs should be clear. Because with what is happening now, the kindergarten teachers are pressured with the demand of the parents that their children can read sentences already after they finish kindergarten.)

This was affirmed by respondent PA, she said that:

“I agree ma’am, but when you check the Kindergarten Curriculum Guide, wla nagfocus sa reading, instead, developing their seven developmental domains. Dapat magfollow gyud sa blocks of time ang mga teachers.” (I agree ma’am, but when you check the Kindergarten Curriculum Guide, it doesn’t focus on reading, instead, developing their seven developmental domains. The teachers should follow the blocks of time.)

The respondents agreed that the translated indicator applicable for ECE settings is “demonstrate knowledge in the implementation of relevant curricular approaches/strategies and responsive learning programs appropriate to the age level/development of the children”. Conversely, Figure 14 showed the result of the unpacking for Indicator 4 of Domain 4.

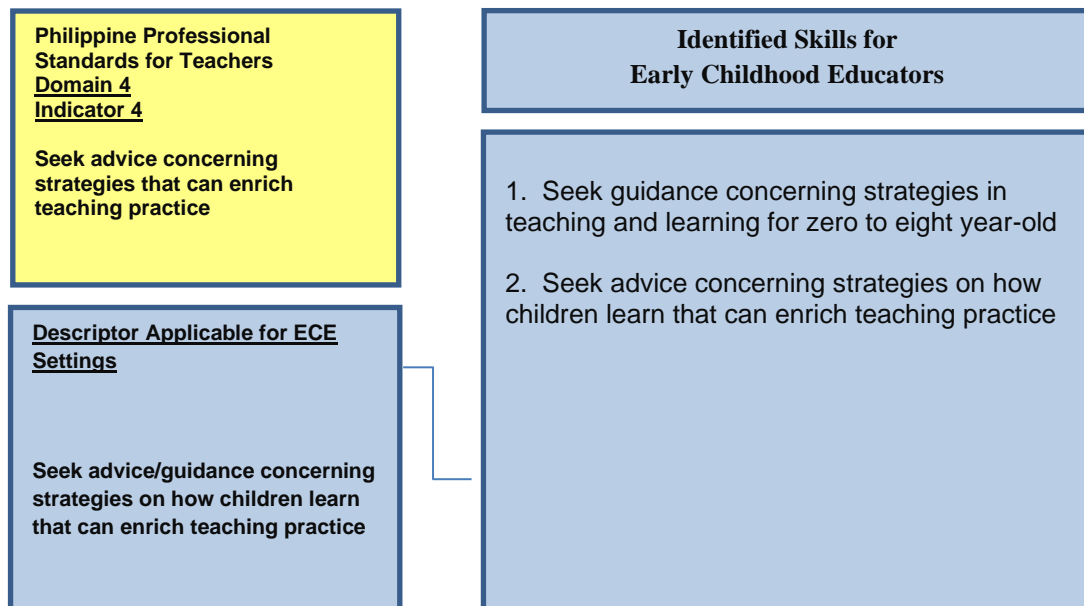


Figure 14. Unpacked Indicator 4 of Domain 4

In the unpacking for Indicator 4, it was determined that Early Childhood Teachers needed to know what were the strategies appropriate for zero to eight year-old and also how these group of children learned in the classroom. During the deliberation, two skills were provided, namely:

1. Seek guidance concerning strategies in teaching and learning for zero to eight year-old, and;
2. Seek advice concerning strategies on how children learn that can enrich teaching practice.

Respondent PE was firm to still include seek advice, she reasoned that:

“as is lng siguro ng isa, kay mag seek advice raba ng mga teachers on what to do to improve his/her teaching in ECE. We can’t deny the fact that there are those colleagues who have more experience. And as beginning teachers, they need advice especially those who are knowledgeable in ECE. If you notice, those who are assigned in kindergarten are the younger ones. And even if they are young, some of them are exposed to trainings and seminar. Although kailangan pud nila ang mga seasoned teachers nga ginatawag nato” (the other one is as is, because teachers seek advice on what to do to improve his/her teaching in ECE. We can’t deny the fact that there are those colleagues who have more experience. And as beginning teachers, they need advice especially those who are knowledgeable in ECE. If you notice, those who are assigned in kindergarten are the younger ones. And even if they are young, some of them are exposed to trainings and seminar. Although they also need the seasoned teachers as what we call).

As suggested by respondent PA, to combine the two skills, the final indicator is “seek advice/guidance concerning strategies on how children learn that can enrich teaching practice”. Figure 15 showed the result of the unpacking for Indicator 5 of Domain 4.

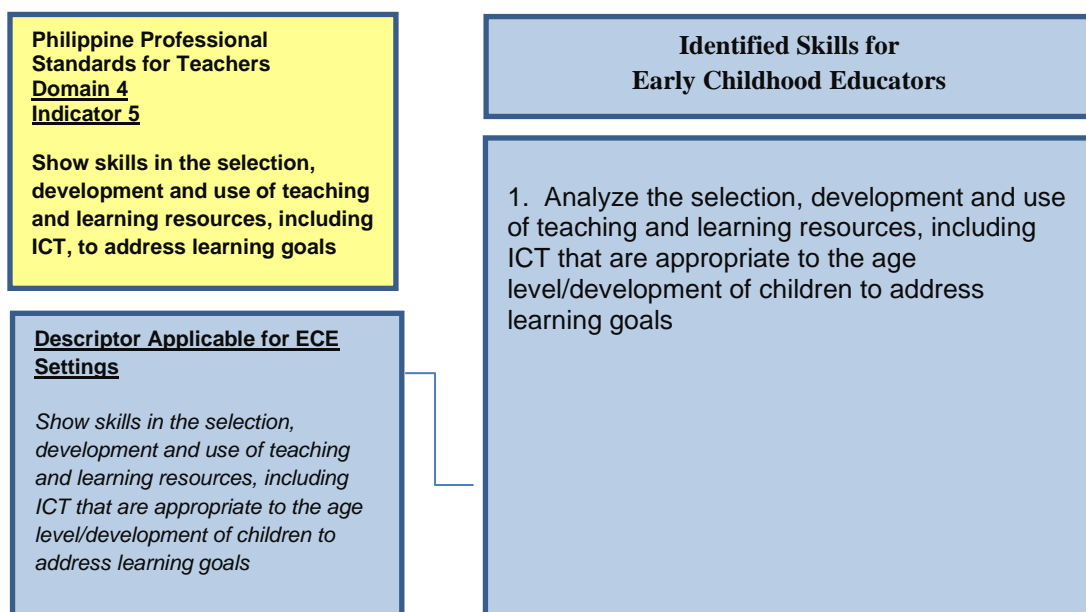


Figure 15. Unpacked Indicator 5 of Domain 4

For Indicator 5 of Domain 4, only one skill provided by the respondents. According to the respondents, in showing skills in the selection, development and use of teaching and learning resources, including ICT, the Early Childhood Educators have to know how to analyze to address learning goals.

The translated indicator is “show skills in the selection, development and use of teaching and learning resources, including ICT that are appropriate to the age level/development of children to address learning goals”.

Domain 5- Assessment and Reporting

Equally important, for Domain 5, there were five indicators included. Such as:

1. Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements,
2. Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data,
3. Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance,
4. Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement, and;

- Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.

Out of five indicators, only three were unpacked by the respondents. These were Indicators 1, 2 and 4. Figure 16 showed the result of the unpacking for Indicator 1 of Domain 5.

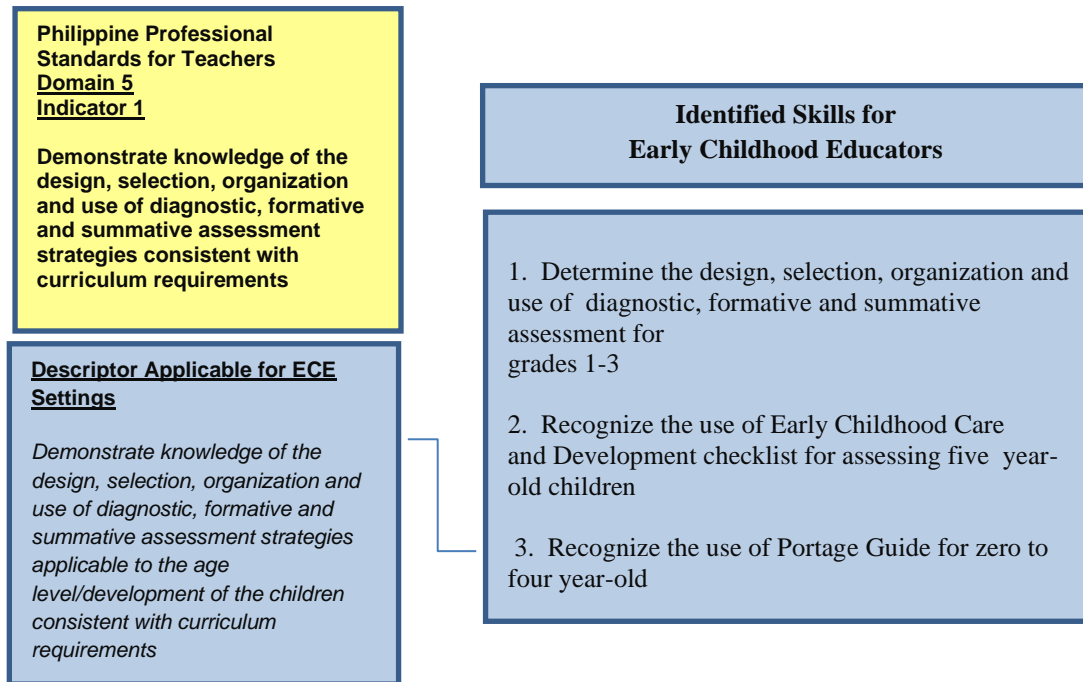


Figure 16. Unpacked Indicator 1 of Domain 5

The unpacking for Indicator 1 of Domain 5 generated three skills for Early Childhood Educators. For grades 1 to 3, respondent PA suggested that it would be “determine the design, selection, organization and use of diagnostic, formative and summative assessment for grades 1-3”. In skill 2, respondent PE suggested “recognize the use of ECCD checklist for assessing five year-old children”, and lastly, skill three, respondent PF suggested “recognize the use of Portage Guide for zero to four year-old”.

It was agreed that the translated indicator is “demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies applicable to the age level/development of the children consistent with curriculum requirements”. Figure 17 presented the result of the unpacking for Indicator 2 of Domain 5.

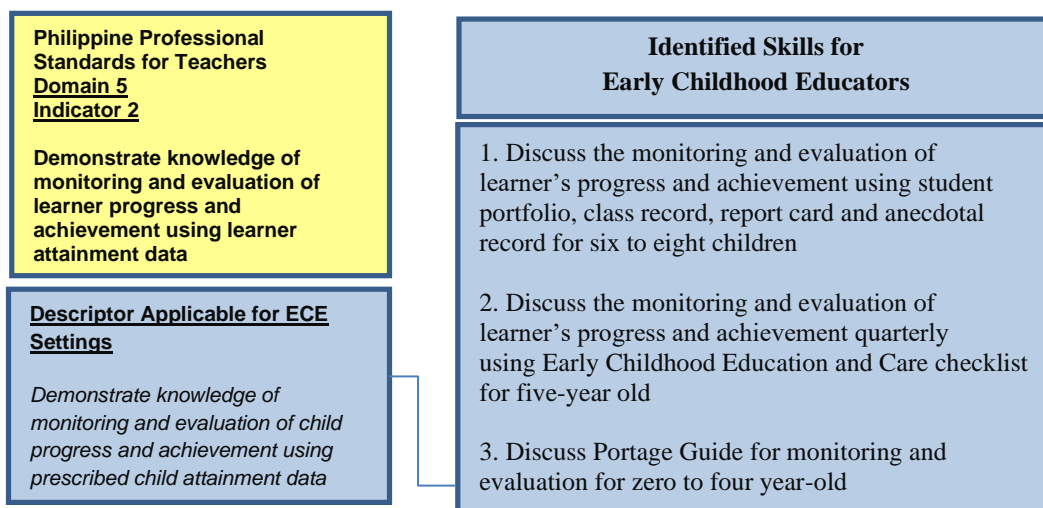


Figure 17. Unpacked Indicator 2 of Domain 5

The result of the unpacking for Indicator 2 revealed three skills. The respondents agreed that the ages needed to be categorized just like indicator 1. Included in the three skills were the following:

1. Discuss the monitoring and evaluation of learner’s progress and achievement using student portfolio, class record, report card and anecdotal record for six to eight children,
2. Discuss the monitoring and evaluation of learner’s progress and achievement quarterly using Early Childhood Education and Care checklist for five-year old, and
3. Discuss Portage Guide for monitoring and evaluation for zero to four year-old.

The translated indicator is “demonstrate knowledge of monitoring and evaluation of child progress and achievement using prescribed child attainment data.” Shown in Figure 18 was the unpacking for Indicator 4 of Domain 5.

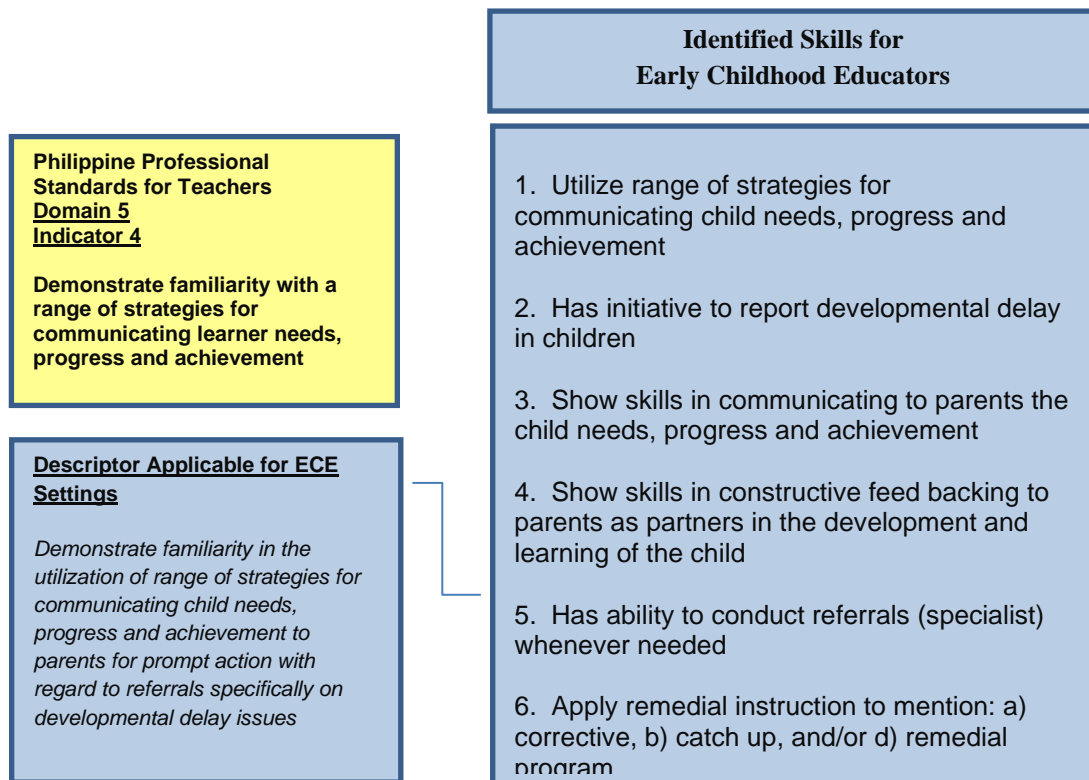


Figure 18. Unpacked Indicator 4 of domain 5

The unpacking for Indicator 4 resulted to six skills that were believed to be necessary for Early Childhood Educators. The respondents gave their suggestions with the group. Everyone were amenable with the suggestions of the other participants.

The six skills stated were the following:

1. Utilize range of strategies for communicating child needs, progress and achievement,
2. Has initiative to report developmental delay in children,
3. Show skills in communicating to parents the child needs, progress and achievement,
4. Show skills in constructive feed backing to parents as partners in the development and learning of the child,
5. Has ability to conduct referrals (specialist) whenever needed, and;
6. Apply remedial instruction to mention: corrective, catch up, and/or remedial program.

The translated indicator is “demonstrate familiarity in the utilization of range of strategies for communicating child needs, progress and achievement to parents for prompt action with regard to referrals specifically on developmental delay issues”.

Domain 6- Community Engagement and Professional Linkages

For domain 6 - Community Engagement and Professional Linkages, there were only four indicators, these include:

1. Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts,
2. Seek advice concerning strategies that build relationships with parents/guardians and the wider community,
3. Demonstrate knowledge and awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics of Professional Teachers, and;
4. Demonstrate an understanding of school policies and procedures to foster harmonious relationship with the wider school community.

Out of four indicators in domain 6, there were two which were unpacked, specifically, indicators 1 and 2. Figure 19 showed the result of the unpacking for Indicator 1 of Domain 6.

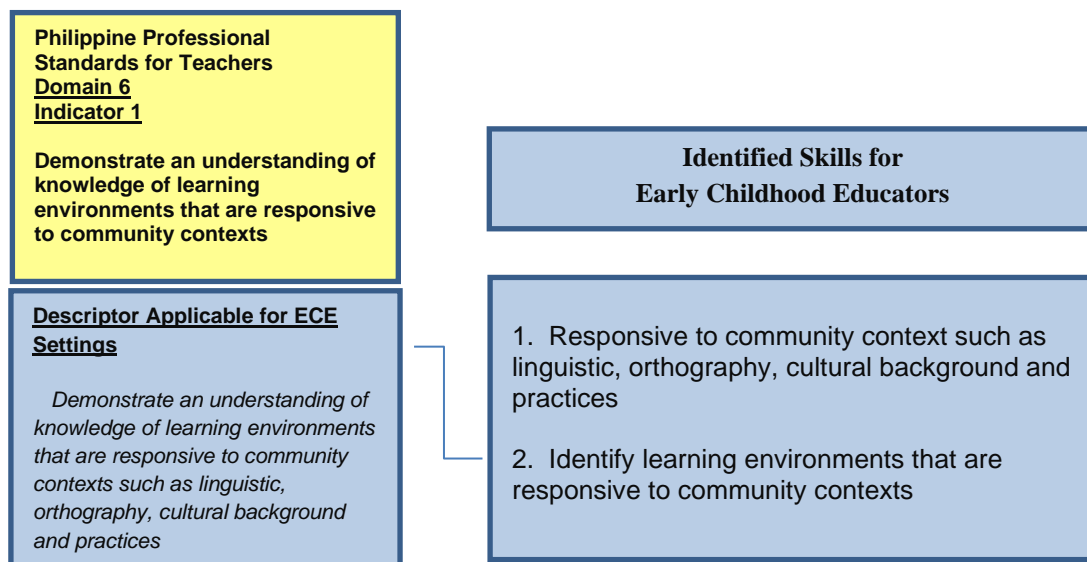


Figure 19. Unpacked Indicator 1 of Domain 6

The result of the unpacking for Indicator 1 of Domain 6 generated two skills. The first skill was suggested by respondent PA in which she mentioned that there was a need to specify the community context, such as linguistic, orthography, cultural background and practices.

Another respondent, PB suggested that skill 2 may be changed to “identify” instead of demonstrate knowledge to make it behavioural term.

The translated indicator for Indicator 1 of Domain 6 is “demonstrate an understanding of knowledge of learning environments that are responsive to community contexts such as linguistic, orthography, cultural background and practices”. Presented in Figure 20 was the result of the unpacking for Indicator 2 of Domain 6.

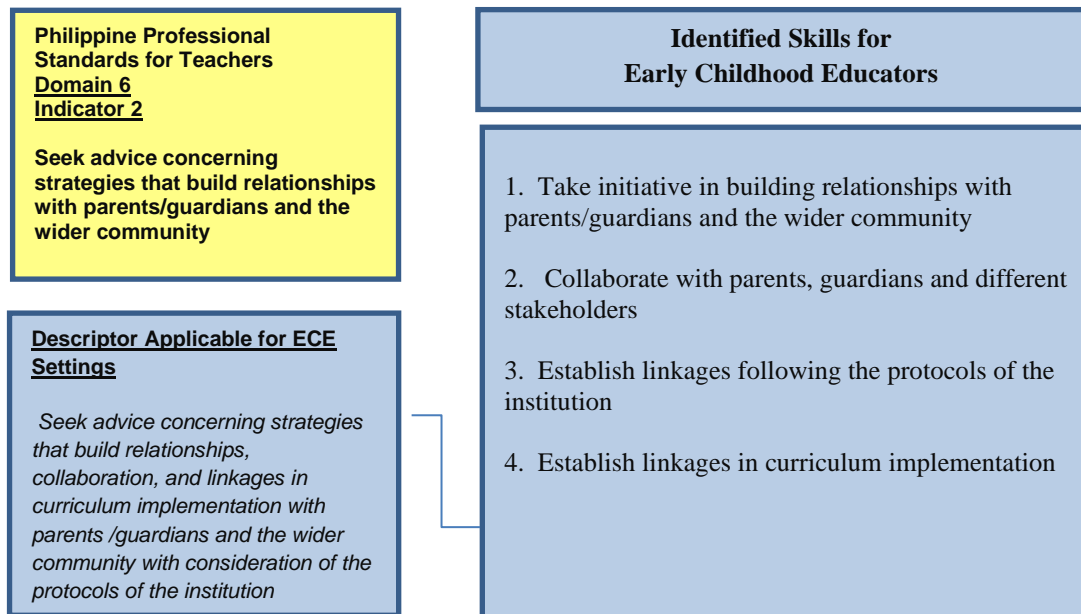


Figure 20. Unpacked Indicator 2 of Domain 6

The result of the unpacking for Indicator 2 of Domain 6 revealed four skills that ECE teachers should demonstrate. There were four respondents who contributed in capturing the common standard in indicator 2, namely:

1. Take initiative in building relationships with parents/guardians and the wider community,
2. Collaborate with parents, guardians and different stakeholders,
3. Establish linkages following the protocols of the institution, and;
4. Establish linkages in curriculum implementation.

As agreed by the respondents, the translated indicator applicable for ECE settings is “seek advice concerning strategies that build relationships, collaboration, and linkages in curriculum implementation with parents/guardians and the wider community with consideration of the protocols of the institution”.

Domain 7- Personal Growth and Professional Development

For Domain 7, there were five indicators, specifically:

1. Articulate a personal philosophy of teaching that is learner-centered,
2. Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity,
3. Seek opportunities to establish professional links with colleagues,
4. Demonstrate an understanding of how professional reflection and learning can be used to improve practice, and;
5. Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.

Out of five indicators, only one was unpacked, the Indicator 2. Figure 21 showed the result of the unpacking for Indicator 2 of Domain 7.

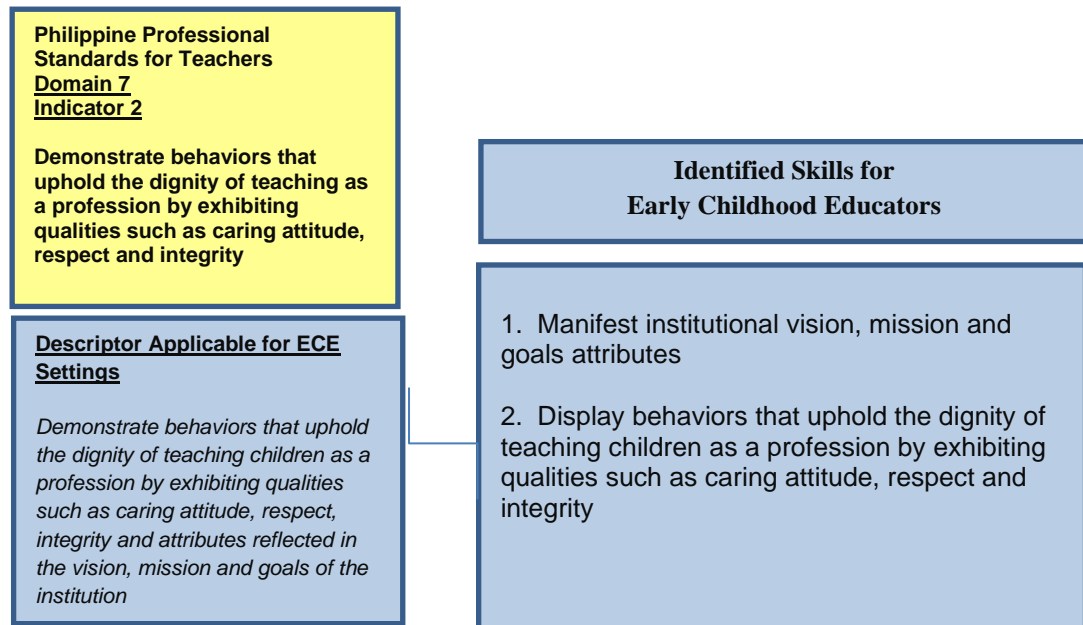


Figure 21. Unpacked Indicator 2 of Domain 7

For the unpacking of Indicator 2 of domain 7, two skills were made by the respondents. First, *manifest institutional vision, mission and goals*. Respondent PF said that it was important to consider the vision, mission and goals of the institution as attributes of the Early Childhood Teachers. According to her: “*The institution’s vision, mission and goals reflect the learning outcomes of the students*”.

While in the second skill, respondent PE said that there was a need to specify the common standard to: *display behaviors that uphold the dignity of teaching children as a profession by exhibiting qualities such as caring attitude, respect and integrity*.

The translated indicator applicable for ECE settings is “*demonstrate behaviors that uphold the dignity of teaching children as a profession by exhibiting qualities such as caring attitude, respect, integrity and attributes reflected in the vision, mission and goals of the institution*”.

All in all, the results could mean that, as beginning early childhood educators, it is important to consider having knowledge of the developmental domains of zero to eight years old because these encompass the what, the why, the where and the how in teaching the young children. Moreover, it is important to note that ECE pre-service teachers as well as beginning early childhood educators needed to have understanding with regard to the principles of child development and learning for a reason that this will guide the teachers in terms of their planning, designing, implementing, and evaluating the curriculum.

Notably, the teachers have to possess skill such as preparing developmentally appropriate activities to be given to the children to meet the teaching-learning goals. Significantly, as early childhood educators, being familiar with different range of strategies for communicating child needs, progress and achievement are important to take in consideration especially on having knowledge taking initiative to report if there are developmental delay issues in the classroom.

More importantly, having knowledge on building relationship and collaborating with parents, co-teachers and the wider community is essential, since they could help improve the teaching-learning practices of the ECE pre-service teachers as well as beginning early childhood educators. Finally, as ECE pre-service teachers and beginning early childhood educators, being committed to work with children and their families is a source of keeping motivated to teach young children.

To encapsulate the results of the unpacking of the standards in PPST to tailor fit in the ECE context, it could be said that:

- in domain 1, the content knowledge and pedagogy, the BECEd students need to know the seven developmental domains as specified in the Kindergarten Curriculum Guide. More importantly, apply

these developmental domains /learning areas in curriculum teaching areas. Moreover, incorporate play-based activities in indoor and outdoor plays.

- in domain 2, the learning environment, the BECED students need to have understanding on how to appropriately set-up the learning environments that are inclusive for all children. Also, the students have to understand that planning of activities is important when teaching the children, specifically, on providing opportunities for the children and the teacher and among the children to have interactions both in the indoor and outdoor environments. However, when it comes to managing challenging behavior, the students need to have knowledge on establishing and negotiating with children clear expectations as a way of disciplining children in positive and non-violent discipline management.
- in domain 3, the diversity of learners, it is significant for the BECED students to consider children's gender, needs, age level, strengths, interests, experiences, learning styles and multiple intelligences to suit their needs as differentiated teaching is applied.
- in Domain 4, the curriculum and planning, the BECED students have to prepare developmentally sequenced teaching and learning processes to include the ECE approaches, in order to bring out the actual and potential skills of children. In all teaching and learning areas, the students need to consider the expected learning competencies according to the age level/development of the children.
- in domain 5, the assessment and reporting, the BECED students need to have knowledge on the design, selection, organization and use of diagnostic, formative and summative assessments with consideration of the appropriate assessment tools. More likely, the students need to have knowledge on timely monitoring and evaluation of learner's progress and achievement. Notably, the students have to be familiar with the range of strategies in communicating with parents with regard to their child's progress and achievement, more so when there's a need for referrals when there is a developmental delay issue with the child.
- in domain 6, the community engagement and professional linkages, the BECED students need to have understanding on how to be responsive to community context such as linguistic, orthography, cultural background and practices. Above all, the students need to seek advice in terms of strategies on building relationships and collaborating with parents/guardians. In the same way, when establishing linkages, the students need to see to it that they are following the protocols of the institution.
- And lastly, in domain 7, personal growth and professional development, the BECED students need to manifest the institutional vision, mission and goals attributes. Significantly, the students need to display behaviors that uphold the dignity of teaching children as a profession by exhibiting qualities such as caring attitude, respect and integrity.

Teacher Quality Framework for ECE Pre-service Teachers

Teacher quality framework was the second phase of the study. At this phase, content analysis was done. This was presented through tables where the significant skills of early childhood educators that were enumerated by the respondents during the unpacking of PPST Beginning Teachers Indicators. Additionally, those indicators that were not unpacked during the unpacking of standards were taken in since there were already considered as applicable in the early childhood settings.

Meanwhile, in the coded meanings and themes, the researcher was the one who supplied the terms. The coded meanings were used to categorize the contents under "identified significant skills". While the terms found in the themes were another categorization based on the results of the coded meanings. In general, the themes were now considered as the core competencies of ECE pre-service teachers.

And lastly, the output of the study is also presented in this chapter. The expected performance indicators are briefly presented to serve as guide in attaining the indicators specified in the PPST. Explanations on how this guide may be used are provided to fully grasp its purpose.

Content Analysis of the Seven Domains

Domain 1- Content Knowledge and Pedagogy

The content analysis in Domain 1 showed the developmental domains/ learning areas covered from zero to eight year-old, the strategies and approaches in Early Childhood Education, and the pedagogy and languages used by the teacher to facilitate teaching and learning of the children in the classroom. Table 1 presented the content analysis for Domain 1 - Content Knowledge and Pedagogy.

Table 1. Content Analysis in Domain 1- Content Knowledge and Pedagogy

Identified Significant Skills	Coded Meaning	Themes
-demonstrate content knowledge in ECE -demonstrate knowledge in seven developmental domains/learning areas -demonstrate knowledge on child development and learning	- seven developmental domains/learning areas	- holistic development and learning
-apply integration in different Learning Areas -implement play-based activities -organize indoor and outdoor activities -manage the positive use of ICT according to age and developmental level -cite strategies applicable to age level -identify verbal and non-verbal classroom communication strategies -incorporate research-based knowledge and principles of child development and learning	- play-based - ICT - age/developmental strategies in the classroom - integration	- developmentally appropriate and play-based strategies in all learning areas including ICT and mother tongue
-demonstrate knowledge on different learning areas such as literacy, numeracy, science, social studies, technology, creative expression, health, nutrition and safety, creative arts, music and movement -develop critical, creative thinking, and/or higher order thinking skills	- learning areas	
-use Mother-tongue for 5 yo -bridge Mother Tongue, Filipino and English in 6-8	- facilitate teaching and Learning	

From the identified skills by the respondents, seven codes were generated, namely: a) holistic development and learning, b) play-based, c) ICT, d) age/developmental strategies in the classroom, e) integration and f) learning areas and g) facilitate teaching and learning. The result suggested that, in terms of content knowledge and pedagogy, the pre-service ECE teachers need to have knowledge and understanding about holistic development and learning of children. Equally important, the approaches need to be play-based, age appropriate and developmental to include the positive use of ICT. Also, have skills in integrating all learning areas when teaching children. More importantly, the language that needs to be used is the mother tongue of the child to facilitate in the teaching process.

When the seven codes were regrouped, two themes were generated, namely:

1. Holistic development and learning, and;
2. Developmentally appropriate and play- based strategies in all learning areas including ICT and mother tongue.

As an early childhood educator, it is necessary that there is understanding of the holistic development and learning of children. In fact, this was seen as the popular standard in ECE and was emphasized in the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs by National Association for the Education of Young Children (2012) that a well-prepared early childhood degree candidates base their practice on sound knowledge and understanding of young children’s characteristics and needs. This

The competencies mentioned above specifically on creating an atmosphere of fairness, respect and care, and also valuing the socio-cultural background of the children intertwined with the principle of inclusion of all children. As mentioned by UNESCO and SEAMEO (2018), teachers have a great responsibility in providing an environment that is inclusive for all children including those children with special needs. As suggested, children need to be provided with varied learning and development activities. Significantly, in all circumstances, the practices have to be inclusive. In terms of managing challenging behavior, as reflected in the Proficient Teacher Evidence Guide: Early Childhood Teachers by NSW Education Standards Authority (n.d.), enable to manage children with challenging behavior, it is a requisite to establish and negotiate clear expectations with children.

The second code is “managing learning environments that encourage children’s participation”. Notably, managing of learning environment has a momentous contribution in encouraging children to engross themselves into meaningful exploration, discovery and hands-on activities. Accordingly, physical environments need to be available both in indoor and outdoor. The aforementioned statements could be affirmed in DepEd Order 47. s. 2016 or the “Omnibus Policy on Kindergarten Education”, that young children develop a certain skill when they have first hand experience through exploration with the available materials, equipment, people, and places they dwell. Indeed, the make up of the learning spaces are purposeful for the children to be engaging. Based on the result of the content analysis, two themes were revealed as core competencies for ECE pre-service teachers, first, nurturing and inclusive learning environment, second, conducive learning environment for learning and development.

The results implied that, as an early childhood educator, the structure of the learning environment is nurturing and inclusive for all children. Also, the learning environment is conducive for learning and development of children. This can be seen providing available resources, equipment and materials that give opportunity for children to engage meaningful exploration and discoveries. Likewise, give chances for children to work individually and in group. Significantly, a moment to interact with the teacher, with the other child, and among children. As emphasized in DepEd Order 47 s. 2016, the physical environment is structured where it anticipates activities that is individual, small group and whole group. Besides, an environment that permits the teacher and the children to initiate activities.

According to the National Association for the Education of Young Children (2012), prospective teachers have to demonstrate their ability to utilize developmental know-how in order to create healthy, respectful, supportive, and challenging learning environments for each child. In particular, the prospective teachers have to consider the aspects when organizing the learning environments for children. First, the learning environments need to be healthy. The prospective teachers have to be aware that the set-up of the environments help elevate the children’s physical and psychological health, safety, and sense of security. Second, the environments reflect respect. To exhibit this, the prospective teachers need to be objective in the development and learning of children. Third, the learning environments built by prospective teachers are supportive. In other words, they have faith in young children’s ability to gain knowledge. Moreover, they make use of their understanding on early childhood development in order to fully understand the child. As a result, the children are encouraged to grasp and reflect from their experiences through play, spontaneous activity, and guided investigations. Finally, the learning environments are organized in such a way that they are appropriately challenging. Clearly, the prospective teachers need to execute their knowledge of coexistent theory and research to set-up learning environments that provide achievable and “stretching” experiences for all children, that to include, children with special abilities and children with disabilities or developmental delays.

Domain 3- Diversity of Learners

Specified in this domain are the approaches in teaching to cater the diverse needs and interests of the children. Moreover, the diverse backgrounds of the youngsters and their families were also explored. Table 3 shows the result of the content analysis in Domain 3 or Diversity of Learners.

Table 3. Content Analysis in Domain 3- Diversity of Learners

Identified Significant Skills	Coded Meaning	Themes
- comprehend differentiated teaching - prepare developmentally appropriate learning activities	-differentiated and developmentally appropriate teaching practices	- differentiated teaching and developmentally appropriate practices

for diverse children

- suit children’s gender, needs, age level, strengths, interests, experiences, learning styles and multiples intelligences
- respect and value individual differences
- responsive to learners’ linguistic, cultural, socio-economic and religious backgrounds
- responsive to learners with disabilities, giftedness and talents
- determine special educational needs of children in difficult circumstances
- apply teaching strategies for the indigenous groups

The result of the content analysis in Domain 3 showed two codes, namely: a) differentiated and developmentally appropriate teaching practices and b) respect and value individual differences. In this domain, the approaches suggested by the respondents as reflected in the first code are differentiated instruction and developmentally appropriate practices. According to the respondents, children are different from one another, they have different interests, strengths and needs. In order to cater their uniqueness, the approaches have to be according to individual’s needs. As a result, they help improve the performance and bring out the best in every child. Although children develop based on the normal development, still their pace of learning is different from one another. The classroom instruction cannot be homogeneous.

The other code identified in this domain is “respect and value individual differences”. Based on the indicators, children differ in gender, needs, age level, strengths, interests, experiences, learning styles, multiple intelligences, language, culture, socio-economic, and; religion. However, there is also a need to look at those children who have disabilities, special educational needs, children in difficult circumstances and indigenous groups. In addition, those children who are considered as gifted and talented, have also different needs compared with regular children. This would mean that ECE pre-service teachers and beginning early childhood educators need to respect and value individual’s differences. One theme was generated in this domain; to mention, differentiated teaching and developmentally appropriate practices for diverse children. In the Early Childhood Framework for Quality of NYC Department of Education (n.d.), engaging children in a variety of developmentally appropriate learning experiences and ensuring that the instruction is based on children’s individual strengths, interest and needs are included in their framework that early childhood educators must observe.

The NYC Department of Education (n.d.) also seen of building trust by creating a community in which all children, families, and staff feel welcome and included, embracing diversity in many forms – including, but not limited to: race, ethnicity, socioeconomic status, home language, country of origin, immigration status, ability, special needs, religion, gender, gender expression, sexual orientation, housing status, and cultural background and experience. The results suggest that, to effectively teach children with diverse needs, interest and socio-economic and religion backgrounds, the teaching strategies that may be applied to a group of children are individualized and developmental in order to effectively teach them. These entail that they are valued and respected in the school and wider community.

Domain 4- Curriculum and Planning

The discussions under this domain are the different learning programs applicable to the age level/development of the children. More so, appropriate learning activities that fit the needs and interest of the children. Table 4 presents the result of the content analysis in Domain 4 or Curriculum and Planning.

Table 4. Content Analysis in Domain 4- Curriculum and Planning

Identified Significant Skills	Coded Meaning	Themes
- distinguish learning programs - identify different curricular approaches - use ICT appropriate to the age level / development of children	- learning programs	- responsive learning programs

developmentally appropriate Early Childhood curriculum in different contexts and apply child development concepts and principles to appropriately respond to the needs of diverse learners. Therefore, the learning programs for children need to be responsive to their interests, strengths and needs of the children. In order to address learning goals, the expected competencies shall only be targeted to be achievable by children. Lastly, collaborating with colleagues benefit the teachers to improve their teaching practice.

Domain 5- Assessment and Reporting

The presentation of the table focused on the systematic conduct of assessment to children from zero to eight year-old. Table 5 presents the result of the content analysis in Domain 5 or Assessment and Reporting.

Table 5. Content Analysis in Domain 5- Assessment and Reporting

Identified Significant Skills	Coded Meaning	Themes
<ul style="list-style-type: none"> - Identify assessment tools such as: Early Childhood Care and Development Checklist , Philippine Early Childhood Development Checklist, Portage Guide for zero to four - utilize child’s portfolio, class card, and anecdotal record for six to eight 	<ul style="list-style-type: none"> - tools in assessment 	<ul style="list-style-type: none"> -systematic use of appropriate assessment tools and methods
<ul style="list-style-type: none"> - determine the design, selection, organization and use of diagnostic, formative summative assessment for grades 1 to 3 - discuss the monitoring and evaluation of learners’ progress and achievement - discuss the monitoring and evaluation of child’s progress and achievement quarterly - discuss timely, accurate and constructive feedback 	<ul style="list-style-type: none"> - data collection systems 	
<ul style="list-style-type: none"> - improve learner performance - apply remedial instruction: corrective, catch-up, and remedial program - show understanding on feedback in teaching and learning practices and programs - show understanding on the role of assessment 		
<ul style="list-style-type: none"> - utilize range of strategies communicating learner needs, progress and achievement -demonstrate initiative to report developmental delay in children - discuss ways of communicating to parents the child needs, progress and achievement - show skills on constructive feed backing to parents as partners in the development and learning of the child - has ability to conduct referrals whenever needed 	<ul style="list-style-type: none"> - purpose and utilization 	
		<ul style="list-style-type: none"> - feedback mechanisms

In the content analysis in Domain 5, it revealed four codes, to mention: a) tools in assessment, b) data collection systems, c) purpose and utilization and d) feedback mechanisms. As shown in the indicators, the first code is, the use of appropriate tools for children is emphasized. For six years and above, it made use of portfolio, class card, and anecdotal record, for five year-old, it is Philippine Early Childhood Development Checklist and for four years and below, the use of Early Childhood Care and Development Checklist and Portage Guide. These tools are mandated by DepEd for five years and above and four years and below, the Early Childhood Care and Development Council.

The second code focuses on data collection system. The assessment to children for six to eight-year-old is done quarterly using diagnostic, formative and summative assessments. These are translated into report card. For five-year-old, there is formative assessment which is administered at the beginning of the school year while summative assessment is administered at the end of the school year. In four-year-old and below, the assessment is within 10-month period, within the second month upon entry, four months after entry and six months after entry. In order to monitor and evaluate the learners' progress and achievement, the children have to be observed regularly. It is important to note that it has to be timely, accurate and constructive feedback.

As a teacher, there has to be feedback mechanism as to how the results of the assessment be communicated to parents. There need to be range of strategies in order to deliver properly the child's needs, progress and achievement. Whenever there is a need to conduct for referral when developmental delay in children is identified, the teacher shall have the initiative and knowledge in terms of the process on how to inform parents with regard to this matter.

Only one theme was generated in the content analysis in Domain 5, that is, systematic use of appropriate assessment tools and methods. The conduct of assessment is explained in DepEd Order No. 47, s. 2016. The purpose of assessment is to assist teachers to understand individual strengths and weaknesses, and enable them to design appropriate learning activities to cater to the needs of individual learners. Assessment also leads to identification of possible learning difficulties or disabilities that may require further evaluation, and/or plans for early interventions. It is important to note that teachers need to use the curriculum standards to assess children's learning, behavior and attitudes. Thus, the results in Domain 5 suggest that pre-service teachers need to have knowledge and understanding as to the purpose of assessment and how these data be utilized in order to improve children's learning, behavior and attitude.

Domain 6- Community Engagement and Professional Linkages

Domain 6 focused on the needed competencies of the early childhood educators in engaging with the community as partners in the learning processes of the children. Moreover, practice of being a professional in the education field. Table 6 presents the content analysis in Domain 6 or Community Engagement and Professional Linkages.

Table 6. Content Analysis in Domain 6- Community Engagement and Professional Linkages

Identified Significant Skills	Coded Meaning	Themes
<ul style="list-style-type: none"> - foster harmonious relationship with the wider school community - take initiative in building relationships with parents/guardians and the wider community - collaborate with parents/guardians and different stakeholders - establish linkages following the protocols of the institution - establish linkages in curriculum implementation 	<ul style="list-style-type: none"> - network and collaboration with relevant stakeholders 	<ul style="list-style-type: none"> - network and collaboration with relevant stakeholders to improve learning programs practices
<ul style="list-style-type: none"> - seek advice concerning strategies that build relationship with parents/guardians and the wider community 	<ul style="list-style-type: none"> - work collaboratively with colleagues 	
<ul style="list-style-type: none"> - responsive to community context, linguistic, orthography, cultural background and practices - identify learning environments responsive to community contexts 	<ul style="list-style-type: none"> - socio-cultural diversity 	<ul style="list-style-type: none"> - respect diversity in school and wider community
<ul style="list-style-type: none"> - has knowledge and awareness of 		<ul style="list-style-type: none"> - pride and commitment on

existing laws and regulations that apply to the teaching profession	professional ethics
- familiar with Code of Ethics of Professional Teachers	- professional ethics
- familiar with school policies and procedures	

The result in the content analysis in Domain 6 revealed four themes, to mention: a) network and collaboration with relevant stakeholders, b) work collaboratively with colleagues, c) socio-cultural diversity and d) professional ethics. In network and collaboration, it is emphasized that teachers need to take initiative in building harmonious relationship with parents and the wider community since they serve as partners in implementing the different learning programs in school. Moreover, they are also considered as partners of teachers in curriculum implementation. Still, the teachers need to consider the protocol of the institution before implementing any activity in respective of partnering parents and the community.

For a teacher to successfully work with relevant stakeholders, there is also a need to work collaboratively with colleagues to gain some insights on what other strategies that help build relationship with parents and the community in order to be helped in the implementation of different planned learning programs. In addition, there is a need to be responsive to the community context, linguistic, orthography, cultural background and practices so that, they feel valued and respected. In effect, they are more willing to commit their selves to be partners in the school.

Lastly, it is important for a teacher to have professional ethics by having knowledge and awareness of existing laws and regulations that apply to the teaching profession, familiar with Code of Ethics of Professional Teachers and school policies and procedures. Three themes were included under Domain 6, to mention: a) network and collaboration with relevant stakeholders to improve learning programs practices, b) respect diversity in school and wider community and c) pride and commitment on professional ethics.

As indicated in the NAEYC Standards for Early Childhood Professional Preparation by National Association for the Education of Young Children (2009), to prepare the students, they need to understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning. Thus, the results suggest that partnering with parents and other relevant stakeholders are necessary in order to plan for significant activities/learning programs that help improve the teaching-learning process.

Domain 7- Personal Growth and Professional Development

Domain 7 focused on the personal reflection of the early childhood teachers and their commitment as a teacher in young children. Table 7 presents the result of the content analysis in Domain 7 or Personal Growth and Professional Development.

Table 7. Content Analysis in Domain 7- Personal Growth and Professional Development

Identified Significant Skills	Coded Meaning	Themes
- reflect personal philosophy of teaching that is learner centered	- pride and commitment of being a professional teacher of young children	- pride and commitment as early childhood educator
- exhibit professional reflection and learning		
- realize professional development goals based on Philippine Professional Standards for Teachers		
- display behavior that uphold the dignity of teaching children as a profession		
- manifest institutional vision, mission and goals attributes		
- improve practice		
- exhibit qualities such as caring attitude, respect and integrity		
- establish professional links with colleagues		

The content analysis in Domain 7 showed only one theme, that is, pride and commitment as a teacher in early childhood. Included in the theme are: the teacher has a personal philosophy of teaching that is learner-centered, the teacher needs to have a professional reflection and learning that is willing to improve the practice of early childhood education and the teacher display motivation to achieve professional development goals set in the PPST. Thus, as a teacher in early childhood, it is essential that at all times, uphold the dignity of teaching as a profession.

Another important thing to consider in having pride and commitment as a teacher is to manifest institutional vision, mission and goals attributes, to internalize the program outcomes of the school. The qualities such as having a caring attitude, respect and integrity has to be continuously be practiced by the teacher to serve as model in the school and wider community. To establish team work in the school community, it is necessary that there are professional linkages with colleagues in order to develop and grow together professionally. According to UNESCO and SEAMEO (2018), the central point of professional development depends on the commitment to proactive and continuous lifelong learning and personal mastery.

The prospective teachers can demonstrate the aforementioned skills by having pride and commitment in their roles as early childhood educators. By practicing professional ethical standards, professional behavior, and continuous planning, participation and reflection on the ways by which they can improve the practice of early childhood care and education. Significantly, to prepare the prospective teachers in ECE, they need to know the ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies (National Association for the Education of Young Children, 2009).

Figure 22 presents the teacher quality framework for ECE pre-service teachers.

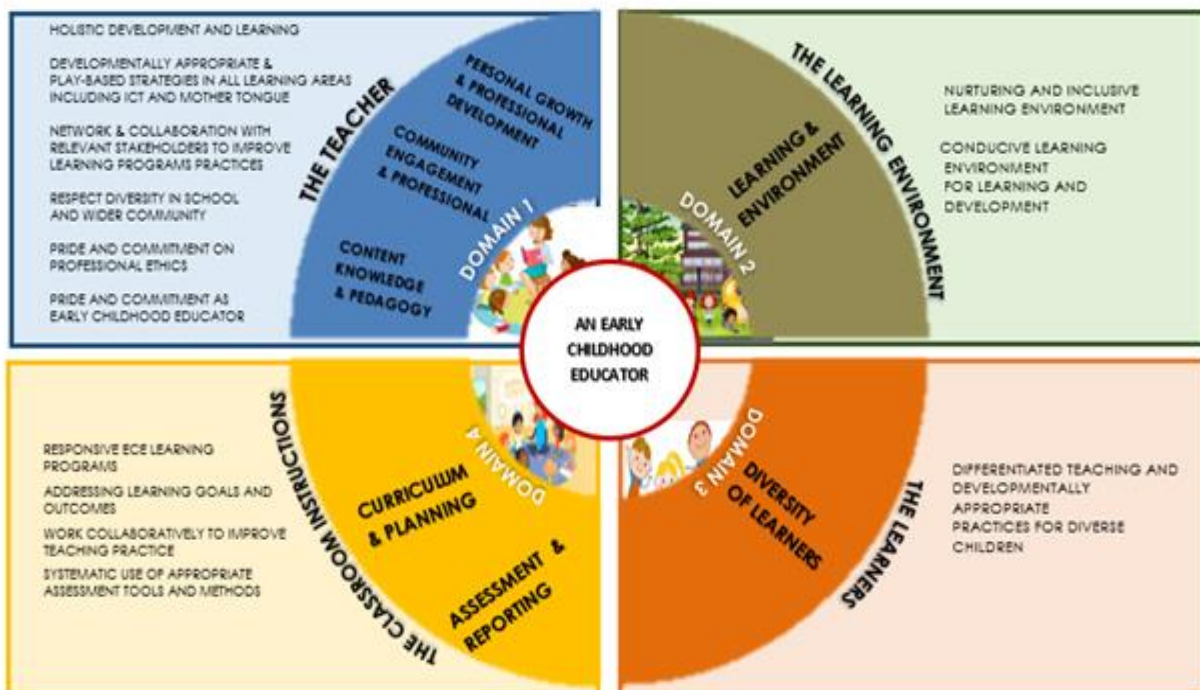


Figure 22. The Output of the Study

Add results and findings here. Add results and findings here. Add results and findings here. Add results and findings here. Add results and findings here. Add results and findings here. Add results and findings here. Add results and findings here. Add results and findings here.

Conclusion

The study revealed that the distinct competencies for Teacher Quality Framework applicable for ECE pre-service teachers were the following: a) demonstrate learnedness the content of ECE specifically the holistic development and learning of the children, b) apply teaching strategies that are developmental and play-based in all learning areas to include ICT and mother tongue to facilitate the teaching-learning of the children, c) develop skills in networking and collaboration with relevant stakeholders to improve learning programs practices, d) inculcate the value of respect in diversity in school and whole community, e) display pride and commitment on professional ethics, f) display pride and commitment as early childhood educators, g) set-up a nurturing and inclusive learning environment for children, h) design conducive environment for learning and development, i) implement differentiated and developmentally appropriate practice for diverse children, j) prepare responsive ECE learning programs, k) address learning goals and outcomes by applying systematic use of appropriate assessment tools and methods, l) able to work collaboratively to improve teaching practice and m) demonstrate understanding on systematic use of appropriate assessment tools and methods.

Recommendations

Based on the results of the study, the following were recommended:

1. The teacher quality framework specifically the Performance Indicators Guide for ECE Pre-service Teachers may be utilized by Higher Education Institutions professors to tailor the Philippine Professional Standards for Teachers as to the practical application of the Beginning Teachers Indicators in PPST of Bachelor of Early Childhood Education (BCEd) students;
2. The teacher quality framework for ECE pre-service teachers may be utilized by BCEd students likewise with beginning early childhood educators as their reference to be more consistent as to their understanding of the practical application of the teacher standards in the classroom; and
3. The school administrators may refer to the teacher quality framework particularly the Performance Indicators Guide for ECE Pre-service Teachers when evaluating their beginning early childhood educators for such guide was translated for ECE setting.

Acknowledgements

The researcher would like to thank the persons who contributed so much in the success of this study, without their enormous help and support; this study would not have been possible.

References

- DepEd Order No. 42. s (2017). National adoption and implementation of the philippine professional standards for teachers. *Department of Education and Teacher Education Council*, Pasig City, Philippines. Retrieved from [teachers%20competencies/DO_s2017_042-PPST.pdf](#) .
- DepEd Order 47 s. (2016). Omnibus policy on kindergarten education. *Department of Education*. Republic of the Philippines. Retrieved from [www.deped.gov.ph](#)
- European Agency for Development in Special Needs Education (2010). Teacher education for inclusion: International literature review. Retrieved from [www.european-agency.org](#).
- Evans, M. P. (2013). Educating preservice teachers for family, school, and community engagement. School of Education Health and Society, Miami University, Oxford , OH , USA . Retrieved from [https://eric.ed.gov](#)
- Gallie,M. & Keevy, J. (2014). Standards framework for teachers and school leaders. Retrieved from [StandardsFramework.pdf](#) .Copyright. Commonwealth Secretariat.
- Garces,C.A.Y. & Arboleda, A.A. (2017). Bridging the gap between curriculum planning policies and pre-service teachers' needs. Retrieved from [http://doi.org/10.5539/elt.v10n12p50](#). Published by Canadian Center of Science and Education. Columbia.

- Green, M. M. (2016). Preparing pre-service teachers for professional engagement through place/ community pedagogies and partnerships. Retrieved from <http://dx.doi.org/10.14221/ajte.2016v41n11.4> Australian Journal of Teacher Education. Volume 41. Issue 11.
- Grimes, P. (2014). Teachers, inclusive, child-centered teaching and pedagogy. Webinar 12. Companion Technical Booklet. Copyright. United Nations Children’s Fund.
- Lewin, K.M. (2004). The pre-service training of teachers –does it meet its objectives and how can it be improved ?. “Paper commissioned for the EFA Global Monitoring Report 2005, The Quality Imperative”. Retrieved from [www. 146658eng.pdf](http://www.146658eng.pdf)
- Malm, B. (2009). Towards a new professionalism: enhancing personal and professional development in teacher education. Journal of Education for Teaching. Volume 35, 2009-Issue 1. Retrieved from <https://eric.ed.gov>
- Mayring, P. (2000). Qualitative content analysis. forum: Qualitative social research. Volume 1, No.2, Art. 20. Retrieved from <http://nbn-resolving.de/urn:nbn:de:0114-fqs0002204>
- National Association for the education of young children (2009). NAEYC standards for early childhood professional preparation. Position statement approved by the NAEYC governing board. Retrieved from [www. 2009%20Professional%20Prep%20stdsRevised%204_12.pdf](http://www.2009%20Professional%20Prep%20stdsRevised%204_12.pdf).
- National Association for the Education of Young Children. (2012). 2010 NAEYC standards for initial & advanced early childhood professional preparation programs: For use by associate, baccalaureate and graduate degree Programs. Retrieved from www.NAEYC-Professional-Preparation-Standards.pdf. Washington, D.C.
- New South Wales Education Standards Authority. (n.d.). Proficient Teacher Evidence Guide: Early Childhood Teachers. Retrieved from www.proficient-teacher-evidence-guide-early-childhood-teachers.pdf.
- New York City Department of Education. (n.d). Early childhood framework for quality (EFQ). Retrieved from <https://infohub.nyced.org>. New York City.
- Research Methodology. (2018). Purposive sampling. Retrieved from <https://research-methodology.net>
- SEAMEO INNOTECH (2010). Teaching competency standards in southeast asian countries: Eleven country audit. SIREP A SEAMEO INNOTECH REGIONAL EDUCATION PROJECTS SERIES. Retrieved from <http://www.seameo-innotech.org>
- UNESCO and SEAMEO (2018). Pursuing quality in early learning vol. 1: Early childhood care and education (ECCE), teacher competency framework for southeast asia (SEA). Retrieved from <http://www.unesco.org/open-access/terms-use-ccbysa-enI>. ISBN 978-92-9223-586-4 (Electronic version). Paris France and UNESCO Bangkok Office and SEAMEO.
- UNESCO’s International Institute for Educational Planning (n.d.). Brief 4: pre-service teacher preparation. Retrieved from <https://learning.portal.iiep.unesco.org>