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KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS  
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)  
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DECS D E D E R  
No. 107, s. 1989

STANDARDS FOR THE ORGANIZATION AND OPERATION  
OF PRESCHOOLS (KINDERGARTEN LEVEL)

To: Bureau Directors  
Regional Directors  
Chiefs of Services and Heads of Units  
Schools Superintendents  
Presidents, State Colleges and Universities  
Heads of Private Schools, Colleges and Universities

1. Inclosed are the Standards for the Organization and Operation of Preschools (Kindergarten Level). Inclosure No. 1 discusses the rationale and objectives as well as the legal bases for the operation of preschools. The Standards come in three parts: Part I - The Curriculum, Part II-Staff Requirements and Part III- Physical Environment. Inclosure No. 2 discusses the General Competencies of Five- and Six-Year Old Children.

2. While preschool is not yet a part of the educational ladder, the need for early childhood development has long been felt. The present standards for preschool education consider the child, the teacher and the school with the support of the family in maximizing the child's potentials and his capacity for learning. The stimulating and meaningful experiences provided for in the different learning areas will help develop the child in all aspects that will make him a socially sensitive, independent, spiritual and rational individual. The teacher is therefore expected to come up with a class program suited to the needs of the children in that particular school.

3. This Order supersedes MECs Order No. 8, s. 1986 "Standards for the Operation and Organization of Kindergarten Schools". However, MEC Order No. 24, s. 1978 "Standards for the Operation of Nursery Classes" remains enforced.

4. Immediate dissemination of this Order is desired.

(SGD.) LOURDES R. QUINTANING  
Secretary

Incls.: As stated

References: MEC Order: (No. 24, s. 1978)

MECS Order: (No. 8, s. 1986)

Allotment: 1-2-3-4--(M.D. 1-87)

To be indicated in the Perpetual Index

under the following subjects:

AMENDMENT  
CURRICULUM

PRESCHOOL EDUCATION  
PUPILS

RULES & REGULATIONS

STANDARDS FOR THE ORGANIZATION AND OPERATION  
OF PRESCHOOLS (KINDERGARTEN LEVEL)

RATIONALE

Research studies have established that the critical years in a child's life are from birth to six years of age. During these critical years, basic character, values, abilities, personality, skills, aptitude, attitudes and knowledge are formed. These qualities when properly developed shape the individual's overall perspective and preparedness for life. It has been confirmed by studies that the experiences and the learning that preschool children undergo during the first six years of their life have a lasting effect on their intellectual development as well as on the development of their social and physical skills.

The Department of Education, Culture and Sports, recognizing the need and importance of preschool education, issued a policy document in 1971 encouraging school divisions to establish public preschool classes wherever possible. These public preschool classes as well as the private preschools provide the early childhood stimulation needed if we are to catch the preschool children during their formative years.

However, in the many so-called preschools that attempted to accommodate the increasing demands for preschool education, a variety of curricular offerings surfaced. More and more, instead of catering to the needs of the child and his total development, preschools focused on academic development.

Philosophy and Goals

The philosophy for preschool education considers the child, the school and the teacher with the support of the family in maximizing the child's potential. Preschool education is based on the knowledge that each child is a unique individual with his own biological makeup, interests, capabilities and ways of viewing the world. He has a tremendous capacity for learning. He is active and understands the world differently from that of an adult. His language has developed with the acquisition of a wide vocabulary, making him capable of communicating his ideas and feelings. Motor coordination is more refined. His value system has become more defined. The preschool child is always in the process of becoming and therefore, if properly developed, can become a critical thinker and a socially sensitive, self-directed, creative, responsible, and caring individual.

With this knowledge about children, preschool should provide a safe environment where children can explore a variety of actual materials, equipment and learning experiences suited to their level, for them to effectively learn. Preschools should recognize individual differences, thus, respect for the child's views. The process of learning and the relevance of learning experiences should be given importance. Realizing that the home, the school, and the community are important in the child's education, the school should coordinate with these institutions so that there is consistency in their effort of developing the child to the fullest.

The teacher in the preschool should be knowledgeable about children and how they learn. She should be equipped with necessary knowledge and attitudes to effectively develop children in all aspects - physical, personal-social, cognitive and affective.

Preschool education, which includes kindergarten (3-6 years old) must aim to develop children in all aspects (physical, social, emotional, and cognitive) that they will be better prepared to adjust and cope with life situations and the demands of formal schooling. By so doing, learning gaps and dropouts may be avoided or reduced to the minimum.

## OBJECTIVES

1. To develop the child in all aspects (physical, social, moral, spiritual, emotional and cognitive) so that he may be better prepared to adjust and cope with life situations within the context of his experience.
2. To maximize the child's potential through a variety of carefully selected and meaningful experiences considering his interests and capabilities.
3. To develop the child in all aspects so that he becomes a self-propelling, thinking and contributing individual, able to make decisions which will prepare him for the more complex demands of future life.

## LEGAL BASES

### Universal Declaration of the Rights of the Child

The child shall enjoy special protection and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, spiritually, morally, and socially in a healthy and normal manner and in a condition of freedom and dignity. In the enactment of laws for this purpose, the best interest of the child shall be the paramount consideration.

## The Constitution of the Philippines

The Philippine Constitution (1987) Article XIV, Sec. 1 provides that "The State will protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all."

### Batas Pambansa Blg. 232 (The Education Act of 1982)

Elementary Education refers to the first stage of compulsory, formal education primarily concerned with providing basic education and usually corresponding to six or seven grades, including preschool programs.

### Child and Youth Welfare Code (Presidential Decree 603)

The child is one of the most important assets of the nation. Every effort shall be exerted to promote his welfare and enhance his opportunities for a useful and happy life.

## PART I-THE CURRICULUM

The Curriculum focuses on the following areas of development:

Physical Development. This includes gross and fine motor coordination through play and manipulative activities like games, simple work and those that develop physical fitness.

Personal-Social Development. This involves skills and behaviors pertaining to independence and social behavior. It includes development of health habits and independence in dressing, eating, sleeping and toileting, relating with teachers, peers and other people through group play and/or interaction. It also deals with the development of the ability to follow rules and routines.

Learning about the family and other people like the community helpers is part of the concerns in the area.

Affective Development. This includes experiences that help children develop love for God, self, others and community.

This also helps the children develop awareness of their feelings and sense of right and wrong.

Cognitive Development. This includes development in the areas of communication skills and sensory-perceptual and numeracy concepts and skills.

Communication skills refer to competencies in expressing one's ideas and feelings in both English and Filipino. It includes facility for oral expression and basic readiness skills of listening, pre-reading and writing.

Sensory-perceptual and numeracy skills include development of concepts through the ability to observe, discriminate and see details, similarities and differences, and to understand, count, read and write numbers. Development of numeracy involves the development of skills in describing, pairing, comparing, classifying and ordering (sequencing). Money value and telling time may be introduced.

Creative-Aesthetic Development. Development in this area includes exploration of sounds, music and rhythm such as listening to music, creating songs, singing and creative movements; art activities like exploring the use of art media such as crayons and paints and drawing fall under this area. Communication skills activities such as creation of poems, stories and dramatization are also included here.

#### LEARNING AREAS: A BRIEF DESCRIPTION

Communication Skills (English and Filipino). These areas provide carefully selected activities that develop beginning competencies in listening, speaking, reading and writing.

Listening activities include auditory discrimination and comprehension such as identifying sounds of animals and things, distinguishing similar from dissimilar sounds, identifying words that rhyme and noting details in short selections listened to.

The speaking activities center on the use of simple expressions and grammatical structures that are necessary for the child to be able to talk about himself, his family, his personal belongings, things and places and people in school and his community in 2-3 short sentences. The child is also expected to recite simple rhymes, jingles and riddles.

Reading includes exercises that develop reading readiness, recognition of the letters of the alphabet and three-letter words having the consonant-vowel-consonant pattern through pictures and answering simple comprehension questions.

Activities for writing include exercises in motor coordination, readiness exercises, writing one's name in block form.

SAMPLE PROGRAM OF ACTIVITIES

| TIME                   | NO. OF MINUTES | A C T I V I T I E S  | AREA OF DEVELOPMENT / LEARNING SKILLS   |
|------------------------|----------------|--|---|
| 8:00 - 9:10            | 10             | Sharing Period (experiences, songs, poems, news and informal conversations)  | Communication Skills and Socio-Emotional Development  |
| 9:00 - 10:10           | 20             | Self-Selected Activities   | Cognitive Development which includes Communication Skills, Sensory-Perceptual, Numeracy Skills, Socio-Emotional Development, Motor-Creative Development |
| 10:15/10:30 - 11:30    | 45-60          | Work Period (more structured activities may be done like working on logbooks in relation to an experience, pre-writing/pre-reading exercises etc.) | Cognitive Development which includes Communication Skills, Sensory-Perceptual, Numeracy Skills, Socio-Emotional Development                             |
| 11:30/11:45 - 12:45    | 30             | Supervised Outdoor Play  | Motor-Creative Development Socio-Emotional Development  |
| 12:45/1:00 - 1:15/1:30 | 30             | Clean up and Snack   | Personal-Social Development Health Care   |
| 1:15/1:30 - 1:45/2:00  | 15             | Rest   | Physical Development  |
| 2:00/2:15 - 2:45/3:00  | 15             | Story Time or Indoor Activities and Dismissal  | Any of the Areas of Development   |
| Total                  |                | 155-180  |   |

Part II - STAFF REQUIREMENTS

The following preschool or early childhood education (ECE) staff requirements are intended for owners/operators, administrators, directors, principals, head teachers or school leaders, as well as classroom teachers and paraprofessionals who are involved in ECE learning situations with children 5 to 6 years of age.

Compliance to proposed requirements will depend on improvement in the ECE staffs' professional capabilities and to well-developed skills in administrative, supervising, teaching and aiding ECE school program as well as to an increased competence for study and research in the field of ECE taking into account our native Filipino heritage and culture.

The requirements for the ECE staff follows:

1. Owner/Operator/Proprietor - a person who financially supports the school program
- College degree in a discipline allied to education with at least 18 units of preschool education course

2. Administrator/Director/Principal/Head Teacher/School Head - a person who plans, implements, supervises, monitors or evaluates a school program
- College degree in a discipline allied to education with at least 18 units of preschool education course

- Preferably with a masters degree in education
- At least two (2) years of very satisfactory work experience in a school setting

3. Teacher - a person who is directly involved in handling preschool children

- Bachelor of Science degree with specialization in Family Life and Child Development or Early Childhood Education or Kindergarten or
- Bachelor of Science in Elementary Education with 18 units in preschool education and 96 hours of

practice in preschool classes or

\* Experience in preschool teaching with very satisfactory performance may offset course units required

Art Education is concerned mostly in developing the creative expression of the child through drawing, painting and manipulative activities. Alongside with creative expression, aesthetic sense, visual and tactile perception are also developed.

In Music, children's songs, rhymes and other musical activities are used to help children enjoy various forms of music and develop their listening skills. The activities provide opportunities for musical expression of feelings and learning as well as for appreciation and creativity.

Lessons in Physical Education include movement exploration and creativity. Games, action songs, story plays, mimetic and rhythmic activities are means for children to use their bodies as a medium for learning.

### **Program of Activities**

In order to attain and ensure the holistic development of a preschooler, a well-planned curriculum and a relative program of activities such as day-to-day scheduling is necessary, although this will vary according to each preschool's approach. What is important is that the expected competencies based on children's abilities at this level (See Inclosure No. 2) are carefully spelled out and that the program is composed of a balance between active and quiet activities in consideration of the child's short attention span at this level and various needs of the body such as rest. Indoor and outdoor play in the preschool are essential whatever approach the preschool follows.

Although the medium of instruction for preschool education may be in English or Filipino or both, the language the child brings to school should be valued. Concepts may be easily learned in the language one understands and adjustment to school may be facilitated. It may be necessary that such language be used initially, until such time that the children have attained the facility and confidence in expressing themselves in English and Filipino.



Numeracy Skills. This learning area provides for the development of skills like classifying and seriating objects according to size, color and shape. It also includes activities to develop number concepts from 0 to 20 and understanding simple addition and subtraction such as:

- adding one-digit numbers with sums not more than 10 using concrete objects

- subtracting one-digit numbers with minuends not more than 10 using concrete objects

Money value and telling time may also be introduced.

Sensory-Perceptual Skills. This area provides for the development of the child's competency in perceiving characteristics of concrete objects and events in his immediate environment through the use of the senses (seeing, hearing, smelling, tasting and feeling). In this curriculum, the perceptual competencies to be emphasized are the basic skills in observing, describing (simple), comparing and classifying (one-step). The lessons designed to develop these skills use simple science and health concepts as content.

Socio-Emotional Development. This learning area provides activities that will contribute to the development of the wholesome personality of the preschool child. He will be exposed to actual situations and vicarious experiences that will help him develop a sense of responsibility and awareness of right and wrong, concern for others and desirable behavior toward the Supreme Being, self, others and the community.

It also involves skills and behavior towards the development of health habits and independence in dressing, eating, sleeping and toileting as well as experiences that deal with the ability to follow simple rules and routines.

Motor and Creative Development. As a learning area, Motor and Creative Development includes Art, Music and Physical Education. Rather than being taught separately, the activities for these subjects are integrated to help strengthen, enliven, enrich and support other learning areas. The schedule for Music, Art and movement expression in the classroom need not be reserved only for scheduled times. Creative and meaningful use of these activities can be taken up any time of the day.

4. Provision for office, teachers' room, music and library room or rooms combining any two of these must be considered.

#### Class Size

Ideal class size is 25-30 children per teacher. Class size may be increased to 30-40 pupils per teacher if there is a teacher aide.

#### Classroom Size

Classroom size should be 1-1/2 square meters per child.

#### Equipment

##### 1. Playground and Garden

Playground apparatus must be installed in the school ground such as jungle gym, sandbox, slide, balance beams, simple obstacles (e.g. tires and tunnels)

##### 2. Classroom Equipment and Fixtures

Furniture such as tables, chairs, shelves, lockers and cabinets must conform to the standards based on an anthropometric measurement of preschool age children, both in standing and sitting positions.

Beds and/or mats may be provided for rest periods.

##### 3. Health Facilities and Provisions for Safety

Health facilities such as toilet, safe drinking and washing facilities must be adequate and suitable to children's height, size and other special needs.

There should be at least one toilet seat for every 25 children at one time, preferably with separate bathroom for boys and girls.

First aid kits must be available. A rest area may be provided for children.

The area should be free from hazards such as dogging, stairways, pools, open electric wires and unsafe outlets.

Lighting and ventilation should be proper and adequate. There should be natural and electric lighting. For a classroom 7 x 9 meters, there should be at least two fluorescent lamps and one wide window and electric fans to allow cross ventilation.

- Bachelor of Arts/Science degree in discipline allied to education, arts, nursing, anthropology with 18 units of preschool education.

Upon appointment, the teacher should have at least 9 units of preschool education. The requirement of 18 units may be gradually implemented as follows:

|                      |   |    |       |
|----------------------|---|----|-------|
| At the end of Year 1 | - | 9  | units |
| Year 2               | - | 12 | units |
| Year 3               | - | 15 | units |
| Year 4               | - | 18 | units |

- 4. Para-professional - a person who is taken in as teacher-aide, teacher-helper or assistant teacher.

- High School graduate  
Has attended training in preschool for at least 120 hours with a certificate from a recognized training institution or professional organization.

### Part III - PHYSICAL ENVIRONMENT

The standards for physical environment refer to the minimum requirements for the school site, the physical facilities and the learning equipment for a preschool.

#### Structure of the Environment

School site in this standard refers to school site for kindergarten only and does not include grade school.

1. School site must have a minimum lot area of 500 square meters. The area may be divided into a minimum of 140 square meters for the classroom and 360 square meters for the playground. This area is only good for not more than 4 classes.
2. Space for playground must be provided, otherwise, easy and safe access to the nearest park or open space not more than 200 meters walking distance from the school site may be presented as an alternative. This arrangement must be approved in writing by the authorized representatives of the park or open space.
3. The school site must be used for educational purposes only. It must not serve as the residence of the owner. It should not also be a "convertible school", that is, during the day it is used as a school and after class hours converted into a residence or used for commercial purposes.

4. The classroom should have activity centers or areas which may contain the following or their equivalent:
  - a. Personal Care and Grooming
    - mirror, comb, towel, toothbrush, soap, toiletries, etc.
  - b. House and Garden Care
    - garden tools such as shovel, spade, pails, sprinklers, sandtable, cleaning tools, etc.
  - c. Communication Skills Corner
    - books (two books per child) like story books, science/nature books and Filipiniana books, etc.
  - d. Sensory-Perceptual and Numeracy Skills Corner (Science and Mathematics Corner)
    - counters, beads, number cards, nature tables, etc.
  - e. Motor and Creative Development Corner
    - percussion instruments (bamboo castanets, coconut maracas), tambourine, tape recorder or phonograph, etc.

## General Competencies of Five- and Six-Year Old Children

### I. Physical Development

#### A. Gross Motor Development

1. Exhibits well-coordinated movements (walking, kicking, jumping, running, etc.)
2. Exhibits pre-writing skills (holding a pencil/crayon, scribbling, coloring, etc.)
3. Exhibits writing skills
  - a. Prints number (with/without) model
  - b. Prints upper-case letters (with/without) model
  - c. Prints lower-case letters (with/without) model
  - d. Draws simple shape/pattern
  - e. Copies part-picture
  - f. Prints complete name (with/without) model

### II. Personal-Social Development

#### A. Personal Skills

1. Cares for his own physical needs such as dressing, eating, toileting, and grooming
2. Attends to tasks for increasingly longer period of time
3. Assumes independent responsibility for completing tasks
4. Indicates his willingness to attempt successfully more difficult tasks
5. Works for delayed rewards
6. Sets realistic goals for himself
7. Works independently
8. Follows simple directions

#### B. Interpersonal Skills

1. Cooperates with others in the classroom by following rules, by helping to establish rules, and by learning to modify rules when necessary
2. Shares and takes turns
3. Gives help to others when asked to do so
4. Engages in discussions and activities that include adults and other children in the classroom
5. Plays cooperatively
6. Helps in simple tasks such as clean-up, serving snacks/lunch, etc.

- b. Asks and answers various questions
- c. Understands and describes concepts related to his knowledge of self, culture, and the natural world
- d. Uses information learned in various experiences to solve problems
- e. Increases his vocabulary for describing observations

### 2. Reading Readiness

- a. Sees objects in relation with others in terms of spatial positions:
  - (1) in-out
  - (2) under-above
  - (3) front-back
  - (4) beside
  - (5) between
- b. Identifies left and right of self
- c. Recognizes name in print
- d. Recognizes upper-case letters
- e. Recognizes lower-case letters
- f. Identifies familiar sounds
- g. Identifies source of letters, matches initial sound to objects or letters
- h. Matches initial sound to objects or letters
- i. Recalls main facts from a story
- j. Tells a story in proper sequence
- k. Sequences objects, pictures, symbols and letters from left to right
- l. Reads simple words (phonetically/sight words)

### 3. Numeracy Skills

- a. Discriminates objects according to:
  - (1) Size
  - (2) Length
  - (3) Volume
  - (4) Quantity
- b. Classifies objects according to:
  - (1) Size
  - (2) Length
  - (3) Color
  - (4) Shape
  - (5) Function
- c. Serializes/Orders objects according to:
  - (1) Size
  - (2) Length
- d. Counts and tells how many up to 20

7. Verbalizes feelings related to events that arise in the classroom/home environment
8. Identifies and protects possessions
9. Adjusts to changes in routine
10. Behaves appropriately in varied social situations

### III. Affective Development

#### A. Emotional

1. Learns to accept oneself and one's limitations
2. Critically evaluates his own works
3. Accepts criticism for his own improvement
4. Learns to relate well with others
5. Learns to deal with feelings such as anger, fear, sadness, happiness, etc.

#### B. Values

1. Distinguishes right from wrong, good from bad at his level (concrete) and practices appropriate behavior such as honesty (telling the truth as against telling a lie)
2. Recognizes the importance of having a positive self-concept and of respecting and caring for oneself
3. Respects the rights and properties of other persons
4. Recognizes the importance of behaving appropriately in various situations and places. (Includes such behaviors as saying "Please", "Thank You", etc.)
5. Learns to follow rules and regulations at school and at home
6. Recognizes the importance of smooth interpersonal relationships
7. Is aware of the presence of a Supreme Being

### IV. Cognitive Development

#### A. Sensory-Perceptual Skills

1. Identifies body parts and their uses
2. Demonstrates the proper ways of cleaning oneself
3. Demonstrates the proper and healthful ways of eating
4. Practices safety in everyday activities
5. Describes properties of an object (texture, taste)

#### B. Communication Skills

##### 1. Oral expression

- a. Speaks clearly in the language he brings to school

- e. Names positions of objects as first, second, etc.
- f. Puts numerals in proper sequence
- g. Matches equal sets to sample of 10 objects
- h. Points to named numeral: 1 to 20
- i. Does simple addition up to 10 with the use of concrete objects
- j. Does simple subtraction up to 10 with the use of concrete objects
- k. Understands concepts of time

In the preparation of the preschool curriculum, these general competencies were operationalized by identifying the specific learning competencies.

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