

Pedagogical Practices of Teachers in the Revised Kindergarten Framework

MYLA Y. PICO¹, MAY RHEA S. LOPEZ, EDD²

^{1,2} *Institute of Graduate and Advanced Studies, Urdaneta City University*

Abstract- This study determined the extent of pedagogical practices of kindergarten teachers under the Revised Kindergarten Framework across six developmental domains: literacy, language and communication; socio-emotional development; values development; physical health and motor development; aesthetic/creative development; and cognitive development. A quantitative descriptive design was employed, utilizing total population sampling involving 69 kindergarten teachers from public schools in Urdaneta City, Pangasinan during School Year 2025–2026. Data were gathered through a structured survey questionnaire and analyzed using weighted mean. Findings revealed that all developmental domains were implemented to a very high extent, indicating consistent and strong adherence to curriculum standards. Physical health, motor development, and cognitive development emerged as the most strongly emphasized domains, while values development and aesthetic/creative development, although slightly lower, were still rated very highly. Results suggest that teachers consistently apply holistic, play-based, and developmentally appropriate pedagogical practices across learning areas. The study concludes that kindergarten instruction is highly aligned with the Revised Kindergarten Framework, reflecting balanced but slightly varied emphasis across domains, thereby indicating areas for continued enhancement in integrated instructional delivery.

Index Terms- Aesthetic Development, Cognitive Development, Literacy, Language and Communication, Motor Development, Physical Health, Revised Kindergarten Framework, Socio-Emotional Development, Values Development

I. INTRODUCTION

Early childhood education has gained renewed global attention as foundational to lifelong learning, with pedagogical practices in kindergarten recognized as critical in shaping children's holistic development. Li & Li (2019) underscores that effective early childhood pedagogy must be developmentally appropriate, play-based, and responsive to diverse learner needs across domains such as language,

socio-emotional growth, and cognition. Moreover, studies proved that persistent challenges, including uneven teacher preparedness, increasing classroom diversity, and post-pandemic learning gaps that have affected children's communication skills, emotional regulation, and readiness for formal schooling (Blinkoff, 2023; Deluca et al., 2019; Dewi et al., 2020; Hu & Nasir, 2026, UNESCO, 2023).

In the Philippines, the implementation of the Revised Kindergarten Framework reflects a policy shift toward holistic and learner-centered education aligned with global standards. However, recent local studies reveal concerns regarding the consistency and depth of pedagogical practices among teachers, particularly in addressing socio-emotional development, values formation, and differentiated instruction (Carulla, 2024; Gresula et al., 2026; Yogyog, 2026). The lingering effects of disrupted face-to-face classes, increased reliance on digital and modular learning, and varying levels of teacher training have further intensified disparities in classroom practices and learning outcomes (Goda & Hungo, 2024; Reyes & Meimban, 2025; Sanchez, 2025).

In Pangasinan, particularly in Urdaneta City, these challenges are mirrored in everyday classroom realities. Teachers navigate large class sizes, limited instructional resources, and diverse learner needs, including children with varying levels of school readiness and socio-emotional adjustment. This gap is significant, as misalignment between prescribed standards and actual teaching practices may hinder the attainment of holistic child development. Thus, this study is essential in providing localized, data-driven insights into teachers' pedagogical practices, informing targeted interventions, professional development, and policy refinement to enhance early childhood education outcomes.

II. METHODOLOGY

The study adopted a quantitative descriptive design with correlational elements to systematically examine the extent of pedagogical practices among kindergarten teachers within the framework of the Revised Kindergarten Curriculum. Conducted in public elementary schools in Urdaneta City, Pangasinan during School Year 2025–2026, the study utilized total population sampling to capture the full cohort of kindergarten teachers in the division. Of the 71 identified respondents, 69 participated, yielding a 97.2% response rate, thereby ensuring robust representation and reliability of findings.

The investigation assessed pedagogical practices across six developmental domains: literacy, language, and communication; socio-emotional development; values development; physical health and motor development; aesthetic/creative development; and cognitive development. Data were collected through a structured survey instrument designed to capture the frequency and consistency of instructional practices. The mean served as the primary statistical measure to determine the extent of pedagogical implementation per indicator and domain. Interpretation of results was anchored on the following scale: 3.26–4.00 (Strongly Agree/Very High Extent); 2.51–3.25 (Agree/High Extent); 1.76–2.50 (Disagree/Low Extent); and 1.00–1.75 (Strongly Disagree/Very Low Extent), providing a standardized basis for evaluating the level of practice implementation.

III. RESULTS AND DISCUSSIONS

Extent of Pedagogical Practices of Kindergarten Teachers

Table I: Extent of Pedagogical Practices in Literacy, Language, and Communication

| Indicators | Mean | Descriptive Equivalent |
|---|------|------------------------|
| Use stories and songs to help children develop language skills. | 3.99 | Strongly Agree |
| Encourage children to express their thoughts and | 3.97 | Strongly Agree |

| | | |
|---|------|----------------|
| feelings verbally. | | |
| Integrate mother tongue and Filipino language in teaching activities. | 3.87 | Strongly Agree |
| Use visual aids and props to support language comprehension. | 3.94 | Strongly Agree |
| Assess learners' language development regularly and adjust instruction accordingly. | 3.91 | Strongly Agree |
| Overall | 3.94 | Strongly Agree |

The findings indicate that the extent of pedagogical practices in literacy, language, and communication among kindergarten teachers is implemented to a very high extent, as evidenced by consistently strong mean ratings across indicators. The practice of encouraging children to express their thoughts and feelings verbally (M = 3.97) reflects a deliberate emphasis on oral language development as a foundational component of early literacy. This suggests that teachers actively cultivate communicative competence by providing structured and unstructured opportunities for learners to articulate ideas, thereby fostering both linguistic proficiency and socio-emotional confidence. Such practices align with the view that language acquisition in early childhood is inherently interactive and socially mediated.

Conversely, the integration of mother tongue and Filipino language, while still rated very highly (M = 3.87), registers as the lowest among the indicators, pointing to a relative variability in multilingual instructional implementation. This may be attributed to the complexities of managing diverse linguistic backgrounds within a single classroom, where learners exhibit varying degrees of familiarity with mother tongue, Filipino, and English. The need for translation and code-switching, as reflected in teacher responses, indicates adaptive pedagogical strategies but also underscores structural challenges in achieving seamless multilingual integration.

Carulla (2024) further substantiate these findings, revealing that teachers consistently employ stories,

songs, rhymes, and visual aids as integral components of daily instruction. These strategies not only enhance engagement but also serve as scaffolding mechanisms for vocabulary development and meaning making. Anchored in Sociocultural Theory and Developmentally Appropriate Practice, the results affirm that language learning is optimized through interactive, context-rich experiences rather than isolated instruction (Bautista et al., 2021). However, the findings also highlight a critical area for enhancement, namely, the provision of localized multilingual resources and sustained teacher support, to ensure more consistent and equitable language integration across diverse classroom contexts.

Table II: Extent of Pedagogical Practices in Socio-Emotional Development

| Indicators | Mean | Descriptive Equivalent |
|--|------|------------------------|
| Promote positive social interactions and friendships among learners. | 3.96 | Strongly Agree |
| Help learners recognize and manage their emotions effectively. | 3.93 | Strongly Agree |
| Use group activities to foster teamwork and cooperation. | 3.96 | Strongly Agree |
| Create a supportive and safe classroom environment for emotional growth. | 3.94 | Strongly Agree |
| Communicate regularly with parents to support learners' socio-emotional development. | 3.96 | Strongly Agree |
| Overall | 3.95 | Strongly Agree |

The result reveals that the pedagogical practices in socio-emotional development are implemented to a consistently very high extent ($M = 3.96$), reflecting a deeply embedded instructional priority on nurturing learners' interpersonal competence, emotional security, and sense of belonging. The uniformly elevated ratings across indicators, particularly in facilitating peer interaction, structuring cooperative group activities, and sustaining active parent

communications suggest that teachers conceptualize the kindergarten classroom as a relational ecosystem, where social learning is intentionally cultivated through guided participation and shared experiences. The strong emphasis on home-school partnership further indicates a recognition that socio-emotional growth is co-constructed across contexts, extending beyond the classroom into the familial environment.

Notwithstanding these strengths, the comparatively lower rating for supporting learners in recognizing and managing emotions ($M = 3.93$), albeit still within the very high range, reveals the intrinsic complexity of emotional regulation as a pedagogical task. Unlike observable social behaviors, emotional competencies require nuanced, individualized facilitation, as children enter the classroom with diverse developmental profiles and affective needs. Chen (2023) and Li et al. (2020) reinforce this, illustrating that while strategies such as circle time and guided expression are employed, teachers often navigate varying degrees of emotional readiness and responsiveness among learners.

Anchored in Sociocultural Theory and Developmentally Appropriate Practice, the findings affirm that socio-emotional learning is most effectively fostered through sustained interaction, modeling, and responsive classroom environments (Leuchter et al., 2020). However, they also illuminate a critical developmental frontier, specifically, the need to strengthen teachers' capacity in emotion-focused pedagogy, including trauma-informed approaches, emotional coaching, and differentiated support mechanisms. Thus, while socio-emotional practices are robust and well-integrated, their continued refinement is essential to address the deeper, more complex dimensions of emotional development in early childhood education.

Table III: Extent of Pedagogical Practices in Values Development

| Indicators | Mean | Descriptive Equivalent |
|--|------|------------------------|
| Incorporate Filipino cultural values and traditions in classroom activities. | 3.91 | Strongly Agree |
| Model respect, honesty, and | 3.97 | Strongly |

| | | | |
|---|------|--|----------------|
| responsibility in my teaching. | | | Agree |
| Encourage learners to practice good manners and ethical behavior. | 3.97 | | Strongly Agree |
| Teach learners about community and social responsibility. | 3.87 | | Strongly Agree |
| Guide learners in understanding the importance of rules and discipline. | 3.94 | | Strongly Agree |
| Overall | 3.93 | | Strongly Agree |

The findings imply that values development in kindergarten pedagogy is implemented to a very high extent ($M = 3.93$), indicating that teachers consistently embed moral and behavioral formation within daily instructional practices. The highest-rated indicators, modeling respect, honesty, and responsibility and reinforcing good manners and ethical behavior ($M = 3.97$), underscore the centrality of teacher exemplification as a primary mechanism of value transmission. This suggests that values are not treated as isolated lesson content but are systematically embedded through routines, classroom interactions, and guided behavior, positioning teachers as both instructional facilitators and moral exemplars in early childhood settings.

In contrast, the comparatively lower mean for teaching community and social responsibility ($M = 3.87$), while still very high, suggests a relative instructional gap in addressing macro-level civic understanding. This may be attributed to the developmental limitations of kindergarten learners, where abstract concepts such as civic responsibility require translation into concrete, experience-based activities. As such, values instruction appears more concentrated on immediate interpersonal behaviors than broader societal engagement.

These findings align with the studies of Bautista et al. (2026) and Ranta et al. (2023), which emphasize that values are internalized through sustained social interaction, observation, and participation in culturally meaningful practices. Likewise, Estrella et al. (2022) supports the notion that moral and ethical learning in early childhood must be grounded in

concrete experiences such as routines, modeling, and guided practice rather than abstract moral discourse.

These interpretations highlight consistent use of polite expressions, routine-based discipline, and teacher modeling as core strategies in values formation. However, the data also reveals a need to further strengthen opportunities for contextualized civic learning experiences, such as community-oriented activities and expanded social responsibility tasks. Values development is strongly institutionalized in classroom practice, though its expansion toward broader civic and societal dimensions remains an area for pedagogical enrichment.

Table IV: Extent of Pedagogical Practices in Physical Health and Motor Development

| Indicators | Mean | SD | Descriptive Equivalent |
|---|------|-------|------------------------|
| Provide activities that develop fine and gross motor skills. | 3.97 | 0.169 | Strongly Agree |
| Emphasize the importance of personal hygiene and healthy habits. | 3.96 | 0.205 | Strongly Agree |
| Include physical play and movement in daily routines. | 3.94 | 0.235 | Strongly Agree |
| Encourage learners to participate in outdoor games and exercises. | 3.96 | 0.205 | Strongly Agree |
| Collaborate with parents to support learners' health and physical growth. | 3.96 | 0.205 | Strongly Agree |
| Overall | 3.96 | 0.153 | Strongly Agree |

The results demonstrate that pedagogical practices in physical health and motor development are consistently implemented to a very high extent among kindergarten teachers ($M = 3.96$), reflecting a sustained and structured integration of movement-based, health-oriented, and skill-developing activities

within early childhood instruction. The highest-rated indicator, engagement in activities that develop fine and gross motor skills ($M = 3.97$), reveals that teachers systematically employ tasks such as drawing, cutting, coloring, object manipulation, and movement games. These practices illustrate deliberate instructional efforts to enhance learners' motor coordination, pre-writing readiness, and functional independence, which are foundational to early childhood development.

The consistently high ratings across indicators on hygiene practices, outdoor play, exercise routines, and parent collaboration ($M = 3.96$) reflect that physical development is approached as a holistic and shared responsibility between school and home environments. This suggests that teachers actively reinforce health-related behaviors while also engaging families in sustaining these practices beyond the classroom. Meanwhile, the slightly lower mean for integrating physical movement into daily routines ($M = 3.94$), although still very high, suggests that implementation may vary depending on contextual conditions such as classroom space, safety considerations, weather fluctuations, and instructional time allocation.

The results demonstrate that active, experiential engagement significantly supports children's physical, cognitive, and socio-emotional development. Movement, play, and hands-on activities serve as essential mechanisms for fostering holistic growth in early learners (Gresula et al., 2026; Goda et al., 2024; Sanchez, 2025).

Qualitative evidence further reveals that teachers consistently integrate exercise routines, outdoor activities, fine motor tasks, and hygiene practices into daily instruction. The data also reflect strong parental involvement in reinforcing healthy habits, including nutrition, hygiene, and active play at home. The evidence illustrates a highly effective pedagogical implementation in this domain, with only minor contextual variations in daily physical activity integration.

Table V: Extent of Pedagogical Practices in Aesthetic/Creative Development

| Indicators | Mean | Descriptive Equivalent |
|---|------|------------------------|
| Encourage creative expression through art, music, and dance activities. | 3.96 | Strongly Agree |
| Provide materials and opportunities for imaginative and pretend play. | 3.88 | Strongly Agree |
| Integrate sensory experiences in learning activities. | 3.97 | Strongly Agree |
| Support learners in exploring different art forms and techniques. | 3.93 | Strongly Agree |
| Celebrate learners' creative work and efforts regularly. | 3.93 | Strongly Agree |
| Overall | 3.93 | Strongly Agree |

The results demonstrate that aesthetic and creative development practices are consistently implemented to a very high extent among kindergarten teachers ($M = 3.93$), indicating a strong institutional commitment to fostering imagination, sensory engagement, and artistic expression in early childhood learning environments. The highest-rated indicator, integration of sensory experiences in learning activities ($M = 3.97$), reveals that teachers systematically employ multisensory pedagogies involving touch, sight, sound, and manipulation of materials. This finding aligns with the study of Caranza (2025) and Tataan et al. (2026) emphasizing that sensory-rich and experiential learning environments significantly enhance children's cognitive engagement and meaning-making processes in early education contexts, as children learn most effectively through direct interaction with materials and guided exploration. Contemporary studies on play-based pedagogy likewise confirm that creativity and imagination are best developed through immersive, experiential, and play-centered approaches that engage multiple domains of

development simultaneously (Bautista, 2021; Chen, 2023; Xintong et al., 2026).

Similarly, the high rating for encouraging creative expression through art, music, and dance (M = 3.96) demonstrates that creativity is embedded as a structured and intentional component of instruction rather than treated as supplementary enrichment. This supports constructivist and play-based learning perspectives, which emphasize that children actively construct knowledge through artistic, symbolic, and expressive experiences that integrate cognition, emotion, and social interaction.

In contrast, the lowest-rated indicator, providing opportunities for imaginative and pretend play (M = 3.88), though still within the very high range, suggests variability in implementation. This may reflect contextual constraints such as limited classroom resources, restricted space, and differences in teacher preparedness in facilitating sustained dramatic play experiences. Prior research similarly notes that while pretend play is a critical driver of symbolic thinking and self-regulation, its implementation is often uneven due to structural and instructional limitations in early childhood settings (Leuchter et al., 2020).

Anchored in Constructivist Theory, Play-Based Learning, and Developmentally Appropriate Practice, the results illustrate that children’s creativity develops most effectively through active engagement, exploration, and meaningful interaction with materials and environments (Ranta, 2023). These theoretical perspectives consistently affirm that learning is maximized when children are given opportunities to experiment, represent ideas, and express imagination through guided yet flexible pedagogical structures.

Jungco (2025) reveals that teachers consistently integrate experiential, sensory-rich, and open-ended activities such as arts, music, movement, and hands-on tasks. The data also reflect strong emphasis on valuing learners’ creative outputs through encouragement, display of work, and positive reinforcement, which strengthens motivation and self-expression. The evidence illustrates a highly supportive creative learning environment, while also

highlighting the need to further strengthen structured opportunities for imaginative and pretend play to achieve more balanced implementation of aesthetic development practices.

Table VI. Extent of Pedagogical Practices in Cognitive Development

| Indicators | Mean | Descriptive Equivalent |
|---|------|------------------------|
| Use hands-on activities to develop learners’ problem-solving skills. | 3.99 | Strongly Agree |
| Encourage learners to ask questions and explore ideas. | 3.94 | Strongly Agree |
| Plan lessons that stimulate critical thinking and curiosity. | 3.97 | Strongly Agree |
| Use games and puzzles to enhance their cognitive skills. | 3.94 | Strongly Agree |
| Assess learners’ understanding through practical and interactive methods. | 3.96 | Strongly Agree |
| Overall | 3.96 | Strongly Agree |

The results demonstrate that pedagogical practices in cognitive development are consistently implemented to a very high extent among kindergarten teachers, indicating a strong instructional emphasis on inquiry-based learning, reasoning, and experiential engagement. Planning lessons that stimulate critical thinking and curiosity (M = 3.97) reflects a deliberate instructional design that prioritizes higher-order thinking even in early childhood contexts. This suggests that teachers do not limit instruction to rote learning but instead structure learning experiences that encourage exploration, prediction, and meaning making. Likewise, the use of practical and interactive assessment strategies (M = 3.96) illustrates that evaluation is embedded within learning activities, allowing teachers to assess understanding through performance-based and context-rich tasks rather than traditional recall-based measures.

The slightly lower-rated indicators, encouraging learners to ask questions and explore ideas and using games and puzzles to enhance cognitive skills (both $M = 3.94$), while still very high, suggest that inquiry stimulation and structured game-based learning may not be uniformly maximized across classrooms. This variation may reflect differences in teacher facilitation styles, resource availability, or classroom management constraints, which can influence the consistency of inquiry-driven and play-based cognitive stimulation.

These outcomes are strongly supported by Tugahan et al. (n.d.), which emphasizes that guided play and intentional teacher questioning enhance children’s cognitive engagement by linking play experiences with learning objectives. Similarly, Blinkoff (2023) and Yogyog (2026) demonstrate that structured interaction, sequencing of tasks, and cooperative learning significantly enhance engagement and cognitive responsiveness in early childhood classrooms.

Anchored in Constructivist Theory and Sociocultural Theory, the results illustrate that children construct knowledge through active manipulation of materials, guided questioning, and social interaction (Li et al., 2020). Constructivism emphasizes hands-on exploration and problem-solving as central to cognitive growth, while Sociocultural Theory highlights the teacher’s role in scaffolding learning through prompts, dialogue, and structured support that extend children’s thinking beyond independent capacity.

Hu & Nasir (2026) further revealed that teachers consistently integrate hands-on activities, manipulatives, games, puzzles, and experiential tasks to strengthen problem-solving skills and conceptual understanding. The data also reflects purposeful use of open-ended questioning techniques that encourage reasoning, prediction, and explanation, as well as formative, observation-based assessment embedded in classroom activities. Hence, the evidence illustrates a highly effective cognitive learning environment grounded in active exploration, guided inquiry, and interactive assessment, with only minor variations in the sustained implementation of game-based and inquiry-driven strategies.

Table VII. Summary of the Overall Extent of Pedagogical Practices by Developmental Domain

| Developmental Domain | Overall Mean | Descriptive Equivalent | Rank |
|---------------------------------------|--------------|------------------------|------|
| Physical Health and Motor Development | 3.96 | Strongly Agree | 1.5 |
| Cognitive Development | 3.96 | Strongly Agree | 1.5 |
| Socio-Emotional Development | 3.95 | Strongly Agree | 3 |
| Literacy, Language, and Communication | 3.94 | Strongly Agree | 4 |
| Values Development | 3.93 | Strongly Agree | 5.5 |
| Aesthetic/Creative Development | 3.93 | Strongly Agree | 5.5 |

The results demonstrate that the overall extent of pedagogical practices across the six developmental domains is consistently very high, with mean scores ranging from 3.93 to 3.96, all interpreted as Strongly Agree. This indicates that kindergarten teachers consistently implement the Revised Kindergarten Framework across multiple domains of child development, reflecting a strong adherence to developmentally appropriate and holistic instructional standards.

Among the domains, physical health and motor development and cognitive development obtained the highest overall means ($M = 3.96$). This reflects a sustained emphasis on active learning approaches, particularly movement-based activities, hands-on exploration, and problem-solving tasks that promote both bodily coordination and higher-order thinking skills. This suggests that teachers strongly prioritize experiential and activity-centered instruction in supporting early childhood development. Closely following is socio-emotional development ($M = 3.95$), which underscores the strong integration of relational learning, emotional support strategies, cooperative activities, and sustained parent-teacher communication as core components of classroom practice.

Meanwhile, literacy, language, and communication (M = 3.94) also reflect a very high level of implementation, indicating consistent use of language-rich activities and interactive communication strategies. Both values development and aesthetic/creative development (M = 3.93), while slightly lower relative to other domains, still demonstrate very high implementation, suggesting only minimal variation in emphasis across developmental areas.

Overall, the pattern of results illustrates a balanced and integrative pedagogical orientation among kindergarten teachers. Rather than privileging a single developmental domain, instruction reflects a coordinated approach that addresses cognitive, socio-emotional, physical, linguistic, moral, and creative growth simultaneously. This finding aligns with the MATATAG Kindergarten Curriculum Framework (DepEd, 2024), which emphasizes holistic child development through play-based, inclusive, and developmentally appropriate pedagogy. It also supports contemporary early childhood research demonstrating that integrated, play-based learning experiences enhance multiple domains of development concurrently, reinforcing the importance of holistic instructional design in early education settings.

IV. CONCLUSION

The results demonstrate a very high extent of pedagogical practices across all developmental domains. In literacy, language, and communication, teachers consistently implement language-rich and interactive strategies that promote verbal expression and multilingual competence, although continued strengthening of mother tongue-based instruction is still needed.

Similarly, socio-emotional development reflects strong practices in fostering cooperation, emotional security, and parent engagement; however, emotion regulation strategies show slight variation, suggesting a need for more focused socio-emotional learning interventions.

In values development, teachers strongly emphasize modeling respect, honesty, and responsibility, yet

community-oriented values receive comparatively less emphasis, indicating a need for broader contextual integration.

Likewise, physical health and motor development is highly evident through structured fine and gross motor activities, hygiene practices, and home-school collaboration, although implementation of daily movement varies due to contextual constraints such as space and time.

Moreover, aesthetic and creative development shows strong integration of sensory and artistic experiences; however, opportunities for imaginative and pretend play remain uneven due to resource limitations.

In the same manner, cognitive development is highly implemented through inquiry-based learning, hands-on tasks, and practical assessment, although questioning techniques and game-based learning require more consistent application. Overall, these findings indicate that kindergarten teachers adopt a holistic and developmentally appropriate approach, with only minimal variations across domains.

REFERENCES

- [1] Bautista, A., Bull, R., Ng, E. L., & Lee, K. (2021). "That's just impossible in my kindergarten." Advocating for 'glocal' early childhood curriculum frameworks. *Policy Futures in Education*, 19(2), 155–174.
- [2] Bautista, A., Fan, T., & Wu, X. E. (2026). Culturally situated pedagogies in Hong Kong kindergarten education. In *Culturally situated pedagogies in Hong Kong kindergartens: Towards glocalization* (pp. 3–20). Springer Nature Singapore.
- [3] Blinkoff, E. P. (2023). *Evaluating a research-practice partnership to implement professional development for kindergarten teachers on the science of learning*. Temple University.
- [4] Caranza, M. D. A. (2025). Level of innovative practices of early childhood education (ECE) teachers.
- [5] Carulla, B. J. S. (2024). Pedagogical approaches practiced by early childhood education teachers.
- [6] Chen, J. J. (2023). Pedagogical adaptability as an essential capacity: Reflective practice of

- applying theory to practice among first-year early childhood teachers during remote instruction. *Journal of Early Childhood Teacher Education*, 44(4), 723–746.
- [7] Deluca, C., Pyle, A., Roy, S., Chalas, A., & Danniels, E. (2019). Perspectives on kindergarten assessment: Toward a common understanding. *Teachers College Record*, 121(3), 1–58.
- [8] Dewi, M. S., Setyosari, P., Kuswandi, D., & Ulfa, S. (2020). Analysis of kindergarten teachers on pedagogical content knowledge. *European Journal of Educational Research*, 9(4), 1701–1721.
- [9] Estrella, S., Mendez-Reina, M., Olfos, R., & Aguilera, J. (2022). Early statistics in kindergarten: Analysis of an educator's pedagogical content knowledge in lessons promoting informal inferential reasoning. *International Journal for Lesson and Learning Studies*, 11(1), 1–13.
- [10] Goda, C., Casinillo, L., & Hungo, M. (2024). On the dimension of care in kindergarten: A phenomenological research.
- [11] Gresula, M. A. S., Acon, J. G., Apatan, C. F., Pilapil, G. M. P., Hernandez, J. F., Urciada, M. G. P., & Dongon, M. L. T. (2026). The relationship between kindergarten teachers' performance rating and their profile as basis for intervention program. *International Journal of Research and Scientific Innovation*, 11(5), 461–484.
- [12] Hu, L., & Nasir, M. K. M. (2026). A multimodal temporal diagnostic and personalized intervention framework for sustainable teacher preparation: Evidence from TPACK development in pre-service kindergarten teachers. *Sustainability*, 18(10), 4766.
- [13] Jungco, V. B. (2025). Strategies for kindergarten teaching. In *Teaching and learning beyond the classroom* (p. 222).
- [14] Leuchter, M., Saalbach, H., Studhalter, U., & Tettenborn, A. (2020). Teaching for conceptual change in preschool science: Relations among teachers' professional beliefs, knowledge, and instructional practice. *International Journal of Science Education*, 42(12), 1941–1967.
- [15] Li, Z., & Li, L. (2019). An examination of kindergarten teachers' beliefs about creative pedagogy and their perceived implementation in teaching practices. *Thinking Skills and Creativity*, 32, 17–29.
- [16] Li, Z. Y., Yang, W., & Li, H. (2020). Teachers' pedagogical interactions as linked to personal beliefs and profiles: A mixed-methods study in Hong Kong kindergartens. *International Journal of Early Years Education*, 28(4), 366–381.
- [17] Ranta, S., Kangas, J., Harju-Luukkainen, H., Ukkonen-Mikkola, T., Neitola, M., Kinoshita, J., ... Kuusisto, A. (2023). Teachers' pedagogical competence in Finnish early childhood education—A narrative literature review. *Education Sciences*, 13(8), 791.
- [18] Reyes, A., & Meimban, L. V. (2025). Instructional management competence of kindergarten teachers.
- [19] Sanchez, G. M. (2025). Extent of implementation of inclusive education among kindergarten teachers.
- [20] Tataan, H. A., Dimalna, J. M., Gorrero, M. J. R., Lacongan, N. P., & Sabanal, T. F. (2026). Contextualizing DepEd AI guidelines in early childhood education practice: Understanding the distinctive context of kindergarten. *Eureka: Journal of Educational Research*, 4(2), 180–192.
- [21] Tugahan, S. M. L., Tizon, G. G., Lumasag, R., Buenavidez, E. B., & Superable, C. S. (2026). Kindergarten teachers' experiences in implementing Project KIND-ER: A qualitative study.
- [22] Xintong, C., Ayob, A., & Al-Hosaini, F. F. (2026). University–kindergarten collaboration in preparing dual-qualified preschool teachers: A review of policy, practice, and training models in China. *Global Social Science and Humanities Journal*, 4(1), 1–12.
- [23] Yogyog, J. (2026). Practices, challenges and interventions in teaching kindergarten curriculum in Diadi District, SDO Nueva Vizcaya. *International Journal of Sustainability and Advanced Integrated Research*, 2(2), 1071–1077.