EARLY CHILDHOOD EDUCATION: WHERE LEARNING BEGINS

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In education philosophy, early childhood education (ECE) refers to the teaching of young children (both officially and informally) from birth until roughly the age of eight. Early intervention and school availability initiatives to support children in achieving individual growth as well as cultural goals towards producing a better workforce were highlighted as part of the National Education Goals activity. Expanding early childhood education writing enhanced the commitment to early education in the educational system. As a result, preschool is considered as being just as crucial as the subsequent stages of assessment. Early learning settings must yet be thoroughly studied. Preschool education has a lot of weight since it helps children achieve their objectives earlier in life. It also includes the harmful effects on children who do not participate in preschool education prior to entering the school, particularly in the development of proficiency. As a result, preschool programs pay close attention to the psychological and psychosocial aspects in order to help children and parents have a positive preschool experience.

Since recently, the K to 12 Curriculum has been adopted by the Philippines as the country's educational system. The Kindergarten Education Act, Republic Act 10157, declares kindergarten to be "the primary level of required and obligatory education." Children 5 and older will be included in the kindergarten education program after completing one year of preschool education. K to 12 Basic Education Curriculum principles and goals form the basis of the kindergarten curriculum, which is in accordance with the National Early Learning Framework for early childhood development. Considering the developmental milestones of a multi-year-old Filipino child, this Kindergarten framework aims to provide a well-rounded education that is both practical and well-rounded.
Use appraisal strategies that are developmentally appropriate, socially and phonetically responsive, attached to children's daily exercises, bolstered by professional development, inclusive of families, and linked to explicit, profit-making purposes to evaluate young children's qualities, progress, and requirements.

References: