Appendix A

PRESCHOOL AND KINDERGARTEN PRINCIPAL QUESTIONNAIRE

This questionnaire intends to gauge information relating to the philosophy, the educational goals, and the curriculum guideline of your kindergarten.

A. Please state the philosophy (if any) of your kindergarten.


B. Please state three main educational goals of your kindergarten.

a. Goal 1:


b. Goal 2:


c. Goal 3:


C. Briefly, explain how these goals are implemented.


D. What is your curriculum guideline on pre-academic skills (for example, language-reading and writing, numeral skills, etc) based upon your philosophy and goals?


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Appendix B

PRESCHOOL PROGRAMME AND KINDERGARTEN OBSERVATION CHECKLIST

This questionnaire intends to gauge information relating to the characteristics of the preschool and kindergarten programme.

A. General Information.

1. Name of School: ____________________________________________

2. Date of Observation: __________________________

3. Type of Program Observed: __________________________

4. Student/Teacher ratio: __________________________

B. Preschool Programme Checklist

1. Content of Syllabus
   a. emphasizes on specific pre-academic skills (example: reading, writing, numbers)
   b. emphasizes the cognitive processes and concepts, rather than specific pre-academic skills
   c. emphasizes social and emotional growth and self-expression rather than the acquisition of specific pre-academic skills and cognitive development

Comment: __________________________________________

   __________________________________________

   __________________________________________

2. Attitude Towards Academics
   a. academic is a primary goal.
   b. academic is a secondary a goal, the primary goal of education adapt to the world and build confidence in himself; emphasis is on fostering cognitive growth.
   c. academic per se is not a goal at all, the goals of education are those relating to the whole child and his/her functioning in the classroom, such as work habits and social and emotional development.

Comment: __________________________________________

   __________________________________________

   __________________________________________
3. The Concept of Learning.
   a. Learning is viewed as the acquisition of "correct" knowledge with respect to programmed goals.
   b. Learning occurs through the child's active and motivated participation in an environment structured by the teacher.
   c. Learning depends on the interest to the child, classroom environment is typically open and free.

   Comment:


4. Work Requirements
   a. Certain work requirements must be completed in a set period of time.
   b. The child's time is on his/her own but purposeful activity is encouraged by the set up of the environment.
   c. The child determines his own usage of time, there are not deadlines set.

   Comment:


5. Type of Materials Used.
   a. self-correcting learning materials:

   b. play materials:

   c. other materials:

   Comment:
6. Presentation of the materials.
   a. teacher initiates work rather than the child
   b. the child chooses his own work, according to his interests & abilities within the
      scope of the material offered by the teacher.
   c. most of the activities are child-centered.

Comment: ____________________________________________________________


7. Describe few type of lessons/activities and, how and when these lessons/activities
   are conducted:

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Descriptions</th>
</tr>
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<tbody>
<tr>
<td>a.</td>
<td></td>
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<tr>
<td>b.</td>
<td></td>
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<tr>
<td>c.</td>
<td></td>
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<td>d.</td>
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</tbody>
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8. The nature of instruction
   a. mainly individual instruction (independent and personalized instructions)
   b. mainly group instruction (teacher works together with children in small and
      large groups)
   c. mixture of both

Comment: ____________________________________________________________


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9. Flexibility of Schedule of Activities/Lessons
   a. there are scheduled times for different activities
   b. there are scheduled times for different activities, however, there are certain special activities are available.
   c. there are no regularly scheduled times for different activities

Comment: 


10. Teacher’s role.
   a. teacher becomes directly involved in lessons/activities, if work is corrected, errors usually pointed out by teacher
   b. teacher supervises activities, teacher acts as a facilitator, child spots own errors from feedback of material
   c. teacher observes activities and assists only when asked, encourages independence

Comment: 


11. Flow of Information
   a. Flow of information is from teacher to student (teacher-to-child).
   b. Flow of information regularly comes from the environment, child-to-child interaction, child-to-teacher, and teacher-to-child interaction.
   c. Flow of information is from the environment (learning stems from the use of the materials, teacher-to-child interaction when necessary).

Comment: 


12. The ability level of the student
   a. teacher determines the ability of groups of children in classroom
   b. groupings are spontaneous but are limited by the ability level of individual required to perform the task.
   c. groupings of children occur spontaneously among all levels of ability

Comment: 


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13. Child's Classroom Setting
   a. teacher acts as primary enforcer of discipline
   b. environment and method encourage self-discipline
   c. classroom environment is typically open and encourage the exploration and development of healthy peer relationships

Comment: 

14. The Child's Freedom of Movement
   a. Freedom of movement is limited (for example, the child usually assigned with own chair; required to participate, sit still and listen during group lessons).
   b. Freedom of movement is allowed within the framework of clearly defined ground rules so that the child know what is expected of him (for example, the child can work where he chooses, talk at will yet not disturb work of others; group work is voluntary)
   c. Children are allowed to move about at will (for example, the child chooses his/her own activities as he/she likes)

Comment: 

15. Peer Group Relationships
   a. interaction not encouraged during classroom time
   b. interaction encouraged within limits set by teacher
   c. unlimited interaction

Comment: 

16. Self-Care Instruction
   a. no organized program for self-care instruction, left primarily up to parents.
   b. organized program for learning care of self and environment (polishing shoes, washing cloth, cleaning table, etc)
   c. indirect and less organized self-care instructions do exist.

Comment: 

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17. Additional Comments