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The Extent of Ilaw-Aligned Kindergarten Blocks of Time: Development and Assessment

Mary Nina Vinci Abasolo- Andrade

Department of Education, Philippines

Corresponding Author: Mary Nina Vinci Abasolo- Andrade**, E-mail:** maryninavinciandrade@gmail.com

ABSTRACT

This study investigated the development and evaluation of ILAW-Aligned Kindergarten Blocks of Time. The research design was anchored on Design-Based Research (DBR), particularly utilizing the ADDIE Model framework to systematically guide the instructional development through its five distinct phases: Analysis, Design, Development, Implementation, and Evaluation. The primary objective was to engineer a responsive, structured instructional matrix aligned with the Department of Education's Enhanced Kindergarten Blocks of Time guidelines. Qualitative thematic analysis of data from ten kindergarten educators, alongside evaluative feedback from school principals and master teachers, revealed absolute consensus regarding the framework's efficacy. The enhanced design successfully optimized classroom management by establishing systematic routines, balancing teacher-supervised blocks with independent student stations, and grounding lessons in localized, concrete manipulatives. Furthermore, the assessment phase demonstrated that embedding real-time, low-friction formative documentation directly into play-based settings effectively captured authentic student progress without disrupting learning flow. The study concludes that the ILAW-aligned Kindergarten Blocks of Time provides a rigorous, sustainable model that seamlessly bridges academic intentions with contextualized learner experiences and domestic extensions. Based on these findings, it is recommended that kindergarten teachers systematize tactical transitions, school principals institutionalize localized material hubs, and education program supervisors standardize real-time observation toolkits. Additionally, the Department of Education should integrate this framework into official policy blueprints, while future researchers should conduct longitudinal impact studies across diverse institutional demographics to validate long-term holistic development among the kindergarten learners.

KEYWORDS

LAW Framework, Kindergarten Blocks of Time, Instructional Planning, Curriculum Integration, Intentional Teaching, Play-Based Learning, Formative Assessment

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1. Introduction

Early childhood education occupies a critical position in the development of children because experiences during the early years influence language, cognition, socio-emotional competence, self-regulation, and later participation in formal schooling (Nilfyr & Ewe, 2025). High-quality Kindergarten instruction therefore requires more than the completion of prescribed competencies; it requires teachers to intentionally organize learning experiences that are meaningful, developmentally appropriate, responsive, and connected across the school day (Regis, 2022). Wu & Goff (2023) emphasize that young children learn effectively when play and intentional teaching are strategically integrated rather than treated as competing pedagogical approaches. In relation to classroom organization, Hall (2023) explains that effective teaching depends on clarity of learning intentions, appropriate learning experiences, meaningful feedback, and responsive instructional decisions. These principles are particularly relevant to kindergarten because learning occurs through continuous interactions, routines, conversations, exploration, movement, stories, and play. Ma-Ui (2025) further argue that effective early learning environments should be active, engaging, meaningful, socially interactive, and iterative. Thus, the quality of kindergarten education depends considerably on how teachers transform curricular intentions into coherent daily experiences. This makes the instructional planning process central to curriculum implementation because even well-designed curricular reforms can produce limited outcomes when teachers are unable to translate their principles into developmentally appropriate classroom practices.

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The role of teachers becomes even more significant when educational systems introduce new instructional frameworks (Abuhassna & Alnawajha, 2023). Curriculum innovations do not operate independently from teachers because teachers interpret curricular expectations, make pedagogical decisions, select instructional experiences, observe learner responses, and determine what should occur next Rose, 2024). Hargreaves and O'Connor (2021) maintain that meaningful educational change depends upon teachers' professional judgment, collaboration, and ability to interpret reform within their actual teaching contexts (Visone et al., 2022). In the same manner, Gericke & Torbjörnsson (2022) explains that educational reform becomes sustainable when new policies are translated into practical changes in classroom teaching rather than remaining primarily administrative requirements. In the Philippine context, the Intentions, Learning Experience, Assessment, and Ways Forward or ILAW Framework is positioned as an instructional planning approach intended to establish stronger connections among learning purposes, classroom experiences, assessment evidence, and succeeding instructional actions. Under DepEd Order No. 016, s. 2026, lesson planning and learning design are expected to emphasize meaningful teaching and learning processes rather than excessive clerical compliance (Department of Education, 2026). Such an orientation is especially significant for kindergarten teachers, whose instructional plans must accommodate play, movement, storytelling, social interaction, routines, transitions, and individual developmental differences. According to Danielson et al. (2024) professional teaching becomes more responsive when teachers continually connect planning, classroom experience, observation, reflection, and subsequent action. Consequently, the potential effectiveness of ILAW does not rest solely on its formal adoption but on how Kindergarten teachers understand and operationalize its components throughout the daily instructional sequence.

The Kindergarten Blocks of Time provide an appropriate context in which the principles of the ILAW Framework may be operationalized because the Blocks of Time organize the daily learning experiences of young children into interconnected developmental episodes. These episodes may include Arrival Time, Meeting Time, Circle Time, Story Time, Teacher-Supervised Activities, Independent Activities, recess, Quiet or Nap Time, Indoor and Outdoor Activities, and closing or wrap-up experiences. Rather than functioning as isolated periods, each block may serve a specific instructional and developmental purpose while contributing to broader learning outcomes. Stephenson et al. (2023) explains that early childhood learning is strengthened when teachers deliberately connect children's experiences across activities and use everyday interactions as opportunities for conceptual development. Effective early childhood curriculum design should recognize the integrated nature of children's learning rather than divide developmental experiences into disconnected instructional activities. Weisberg et al. (2016) explain that guided play creates opportunities for children to develop knowledge through exploration while teachers intentionally support learning objectives. Similarly, Skene et al. (2022), through a systematic review and meta-analysis, found that guided play can support particular learning outcomes when purposeful adult guidance is combined with children's active participation. Zosh et al. (2018) further emphasize that playful learning involves interconnected dimensions of agency, engagement, and meaningful experiences rather than a strict separation between play and instruction. From this perspective, integrating the ILAW Framework within the Kindergarten Blocks of Time may enable teachers to establish clear learning intentions, organize meaningful instructional experiences, observe evidence of children's development, and determine appropriate ways forward. Such integration can provide a structured yet flexible instructional approach that connects curriculum competencies with children's developmental needs while preserving opportunities for exploration, social interaction, and active participation.

Assessment is another essential dimension of ILAW integration because meaningful early childhood instruction requires teachers to continuously observe what children understand, demonstrate, communicate, and experience. Assessment in Kindergarten should not be regarded merely as an activity completed after instruction but as an ongoing process that informs subsequent learning experiences. Black and Wiliam (2009) explain that formative assessment becomes effective when evidence of learning is interpreted and used to adjust teaching and learning activities. Similarly, Schildkamp (2019) emphasizes that educational evidence supports improvement when teachers use available information to make informed instructional decisions rather than simply collect assessment results. Hattie and Timperley (2007) further establish that effective feedback addresses learning goals, current performance, and the actions required to improve learning. These principles reflect the relationship among Intentions, Learning Experience, Assessment, and Ways Forward. In Kindergarten classrooms, assessment evidence may emerge through conversations, drawings, storytelling, play, movement, social interaction, and children's responses to learning activities. Through the ILAW Framework, teachers may therefore integrate observation and assessment within each instructional block, use the resulting evidence to differentiate support, revisit learning intentions, extend emerging competencies, and plan developmentally appropriate learning experiences.

Despite the apparent compatibility between the ILAW Framework and the Kindergarten Blocks of Time, an important research gap remains concerning how the framework can be systematically translated into actual classroom practices. Existing literature supports intentional teaching, guided play, responsive assessment, and coherent learning experiences; however, the application of these principles across an entire sequence of Kindergarten instructional blocks requires further contextual investigation. Pyle and Danniels (2017) explain that play-based learning exists along a continuum of teacher involvement, highlighting the challenge of balancing child-directed exploration with intentional instructional guidance. Similarly, Darling-Hammond et al. (2017) emphasize that effective teacher professional development requires opportunities for active learning, collaboration, feedback, reflection, and sustained instructional improvement. Skene et al. (2022) further demonstrate the importance of carefully designed adult guidance

in supporting children's learning through play. These findings suggest that implementing an instructional framework requires more than introducing its components; teachers must understand how to operationalize them within established classroom routines. This concern is particularly relevant to ILAW integration because Kindergarten teachers must determine how learning intentions, experiences, assessment evidence, and succeeding actions can function meaningfully across Arrival Time, Meeting Time, Circle Time, play-based activities, transitions, and closing experiences. Accordingly, the present study addresses the need to develop, implement, evaluate, and enhance an ILAW-aligned Kindergarten Blocks of Time instructional model.

Anchored on this research gap, the present study aims to determine the extent of integration of the Intentions, Learning Experience, Assessment, and Ways Forward Framework into the Kindergarten Blocks of Time instructional model. Specifically, it seeks to analyze how Kindergarten teachers currently integrate the ILAW components into classroom routines and utilize the findings as the basis for designing an ILAW-aligned Kindergarten Blocks of Time across trimester curriculum articulation. The proposed instructional design will consider Arrival Time, Meeting Time 1, Circle Time 1 involving Story Time, Teacher-Supervised Activities and Independent Activities, recess, Quiet or Nap Time, Circle Time 2, Indoor and Outdoor Activities, and Circle Time 3 or the wrap-up activity. The study further seeks to determine how the developed model can support Kindergarten learners across these instructional episodes and how it may be enhanced following evaluation. Weisberg et al. (2016) underscore the importance of combining meaningful learning goals with children's exploration and guided participation. Likewise, the National Association for the Education of Young Children (2020) emphasizes developmentally appropriate teaching that responds to children's individual characteristics, social contexts, and learning needs. Furthermore, Schildkamp (2019) highlights the significance of using educational evidence to guide instructional improvement. Through the development and evaluation of an ILAW-aligned Kindergarten Blocks of Time model, the present study seeks to contribute a context-responsive instructional innovation that strengthens lesson coherence, supports teacher reflection, and promotes continuous, meaningful, and developmentally appropriate learning experiences for Kindergarten children.

2. Literature Review

Recent literature on early childhood education emphasizes that effective curriculum implementation depends on the ability of teachers to transform curriculum intentions into coherent, developmentally appropriate, and learner-centered experiences. Pyle, DeLuca, and Danniels (2022) explain that play-based learning is most effective when teachers intentionally connect play with clearly defined learning goals rather than treating play and academic instruction as opposing approaches. Similarly, Skene et al. (2022) found that guided play supports learning when children remain active participants while teachers provide purposeful scaffolding. Fleer (2021) further argues that conceptual development in early childhood is strengthened when teachers meaningfully connect children’s experiences across classroom activities instead of presenting learning as isolated tasks. Edwards (2022) also stresses that early childhood curriculum should preserve the integrated nature of children’s learning by connecting language, social interaction, movement, play, and cognitive development within everyday routines. In the same vein, Hattie (2023) highlights the importance of clearly articulated learning intentions, appropriate learning experiences, feedback, and subsequent instructional decisions in improving teaching effectiveness. These perspectives support the integration of the Intentions, Learning Experience, Assessment, and Ways Forward components of the ILAW Framework into the Kindergarten Blocks of Time because each instructional block may be deliberately connected to learning purposes, meaningful experiences, assessment evidence, and appropriate succeeding actions.

The literature also indicates that the success of instructional innovation depends not only on the design of the framework but also on teachers’ capacity to interpret, apply, evaluate, and refine it within actual classroom conditions. Fullan (2021) maintains that educational reforms become meaningful only when they result in concrete changes in classroom practice rather than remaining at the level of policy compliance. Hargreaves and O’Connor (2021) similarly emphasize that teacher professional judgment and collaborative professionalism are essential when implementing new curricular expectations because teachers must adapt reforms to particular learners and school contexts. In relation to assessment, Schildkamp (2021) explains that evidence becomes educationally useful when teachers employ it to make instructional decisions and determine appropriate next steps for learners. Darling-Hammond, Schachner, and Edgerton (2021) likewise underscore the need for instructional systems that are flexible, responsive, and capable of addressing learners’ academic and socio-emotional development. Finally, Hadani and Hirsh-Pasek (2021) emphasize that effective early learning experiences should be active, engaging, meaningful, socially interactive, and connected to purposeful goals.

3. Methodology

This study employed a Design-Based Research (DBR) approach to guide the systematic development, implementation, evaluation, and refinement of an ILAW-Aligned Kindergarten Blocks of Time. DBR was appropriate because the study sought not only to examine existing instructional practices but also to develop a practical intervention that responded to the actual needs of kindergarten teachers. The study was anchored on the Input-Process-Output framework and was operationalized through the ADDIE instructional design model. The input phase included the provisions of DepEd Order No. 016, s. 2026, the ILAW Framework, and the existing Kindergarten Blocks of Time consisting of Arrival Time, Meeting Time 1, Circle Time 1, Recess, Quiet/Nap Time, Circle Time 2, Indoor/Outdoor Activities, and Circle Time 3. The process phase involved the five stages of ADDIE: Analysis, Design, Development, Implementation, and Evaluation. During the Analysis phase, baseline data were gathered from kindergarten teachers

regarding their current integration of Intentions, Learning Experience, Assessment, and Ways Forward. The Design phase organized the learning objectives, instructional flow, and pedagogical strategies based on the findings. The Development phase produced the proposed ILAW-Aligned Kindergarten Blocks of Time, which underwent expert validation. During the Implementation phase, the developed framework was introduced to selected Kindergarten teachers for classroom use. Observations, focus group discussions, and participant feedback were gathered to determine its practicality, responsiveness, and ease of implementation. The Evaluation phase used formative and summative feedback from kindergarten teachers, school principals, the Kindergarten Education Program Supervisor, and content experts to identify areas requiring refinement. The final output of the study was an evaluated and refined ILAW-Aligned Kindergarten Blocks of Time. Ethical standards were observed through informed consent, voluntary participation, confidentiality, privacy protection, and respect for all participants throughout the research process.

4. Results

Table 1. On Intentions (I) of the ILAW Framework.

Description & Core Practices	Teacher/s	Frequency (f)	Percentage (%)
Formulating short, clear, and context-connected daily intentions to anchor instruction	Teacher 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	100.0%
Integrating multiple developmental domains into unified learning experiences/activities	Teachers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	100.0%
Breaking down or unpacking broad competencies into manageable, child-friendly objectives	Teacher 1, 2, 3, 4, 5, 6, 7, 8	8	80.0%
Aligning instructional intentions with official curriculum frameworks, standards, or guidelines in the Enhanced Kindergarten Curriculum.	Teacher 2, 7, 8, 9, 10	5	50.0%
Total Unique Respondents (N)	Teacher 1 to Teacher 10	10	

Table 1 shows that all 10 Kindergarten teachers, or 100.0 percent, formulated short, clear, and context-connected daily intentions and integrated multiple developmental domains into unified learning experiences. Eight teachers, or 80.0 percent, unpacked broad competencies into manageable and child-friendly objectives. However, only five teachers, or 50.0 percent, aligned instructional intentions with official curriculum frameworks, standards, or guidelines in the Enhanced Kindergarten Curriculum. The findings indicate that teachers generally demonstrated strong practices in establishing meaningful and integrated instructional intentions, but curriculum alignment was less consistently observed. This implies the need to strengthen teachers' capacity to connect daily intentions with prescribed curriculum standards. Targeted technical assistance, collaborative planning, and guided curriculum mapping may help ensure that instructional intentions remain both child-centered and formally aligned.

Table 2. Learning Experiences (L) of the ILAW Framework

Description & Core Practices	Teacher/s	Frequency (f)	Percentage (%)
Utilizing explicit routines, transition songs, clear signals, and sequential timing to navigate learners seamlessly between different activity blocks without losing engagement.	Teacher 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	100%

Description & Core Practices	Teacher/s	Frequency (f)	Percentage (%)
Managing the balance between teacher-supervised, explicit target instruction and fostering independent learner autonomy.	Teacher 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	100%
Selecting and creating visual, tangible, and contextualized learning tools to sustain attention spans during play or unstructured downtime.	Teacher 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	100%
Total Unique Respondents (N)	Teacher 1 to Teacher 10	10	

Table 2 shows that all 10 Kindergarten teachers, or 100.0 percent, demonstrated the identified core practices under the Learning Experiences component of the ILAW Framework. All respondents utilized explicit routines, transition songs, clear signals, and sequential timing to maintain smooth movement across activity blocks. Likewise, all teachers effectively balanced teacher-supervised instruction with opportunities for learner independence and autonomy. They also consistently selected or developed visual, tangible, and contextualized learning materials to sustain children's attention and participation during play and less structured periods. The findings indicate a highly consistent application of developmentally appropriate learning experiences among the teachers. This implies that the teachers were able to organize engaging and responsive classroom experiences, providing a strong foundation for integrating ILAW principles across the Kindergarten Blocks of Time.

Table 3. Assessment (A) of the ILAW Framework

Description & Core Practices	Teacher/s	Frequency	Percentage
Capturing kindergarten behavior, participation, and social interactions non-intrusively as they happen.	Teacher 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	100.0
Checking for understanding during group circles and closing blocks using active verbal strategies.	Teacher 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	100.0
	Teacher 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	100.0
Total Unique Respondents (N)	Teacher 1 to Teacher 10	10	100.0

Table 3 shows that all 10 Kindergarten teachers, or 100.0 percent, demonstrated the identified assessment practices under the ILAW Framework. All respondents captured learners' behavior, participation, and social interactions in a non-intrusive manner as these naturally occurred during classroom activities. Likewise, all teachers checked learners' understanding during group circles and closing blocks through active verbal strategies. The consistent responses indicate that assessment was embedded within the daily learning process rather than treated as a separate activity. This suggests that the teachers were able to gather immediate evidence of learning while maintaining developmentally appropriate classroom interactions. The findings imply that these assessment practices can serve as a strong basis for the Assessment component of an ILAW-aligned Kindergarten Blocks of Time, particularly in supporting timely instructional adjustments and responsive follow-up activities.

Table 4. Ways Forward (W) of the ILAW Framework

Description & Core Practices	Teacher/s	Frequency (f)	Percentage (%)
Breaking down directions/vocabulary, personalized modeling, 1-on-1 interventions, and immediate adjustments before activity transitions.	Teachers 1, 2, , 4, 5, 6, 7, 8, 9, 10	9	90%

Description & Core Practices	Teacher/s	Frequency (f)	Percentage (%)
Establishing dedicated "enrichment corners," designing open-ended activities, performance tasks, and implementing peer-tutoring networks.	Teachers 1, 2, 3, 4, 5, 7, 8, 10	8	80%
Integrating physical manipulatives, visual aids, puzzles, drawing exercises, counting games, and targeted learning sheets.	Teachers 1, 2, , 4, 5, 6, 8, 10	7	70%
Total Unique Respondents (N)	Teacher 1 to Teacher 10		-

Table 4 shows that the teachers generally demonstrated strong Ways Forward practices under the ILAW Framework. Nine teachers, or 90.0 percent, used strategies such as breaking down directions and vocabulary, personalized modeling, one-on-one interventions, and immediate instructional adjustments before transitions. Eight teachers, or 80.0 percent, established enrichment opportunities through open-ended activities, performance tasks, and peer tutoring. Meanwhile, seven teachers, or 70.0 percent, integrated manipulatives, visual aids, puzzles, drawing activities, counting games, and targeted learning sheets. The findings indicate that teachers commonly provided responsive follow-up support, although the use of varied enrichment materials was less consistent. This implies the need to further strengthen differentiated intervention and enrichment practices so that the Ways Forward component can more effectively address diverse learner needs across the Kindergarten Blocks of Time.

5.1 EXPERTS' EVALUATION OF THE ILAW-ALIGNED

5.2 KINDERGARTEN BLOCKS OF TIMES BASED FROM THE EXPERTS

Three sets experts were commissioned to evaluate the newly designed and developed ILAW-Aligned Kindergarten Blocks of Time. The following narratives were culled out from their valuable and notable evaluations of the only one Kindergarten Master Teacher of Naga, three school principals, and the Education Program Supervisor from DepEd, Naga City Division. Hence;

5.3 Evaluation from the Kindergarten Master Teacher

The evaluative comments from a Kindergarten Master Teacher was anchored actionable Classroom mechanics and differentiated mastery of instructional delivery and tactical transitions. She expressed that as a kindergarten teacher hereself, she highly appreciated the actionable layout of this lesson plan. The allocation of times across the blocks—such as the 45-minute Circle Time 1 and 40-minute Circle Time 2—is realistic, provided the teacher strictly enforced the tactical transitions noted in her reflection. Using songs, chants, and clapping games to anchor full-name recall directly targets the developmental vulnerabilities identified in the learner context. Furthermore, she commented that the explicit instructional strategy of questioning students on the book title, author, and illustrator before diving into Story Time was an excellent, research-backed way to build print awareness and foundational literacy right from the start of the week.

Moreover, she suggested that the transition from a Teacher-Supervised Activity (TSA) to an Independent Activity (IA) required precise classroom management, and this design would set a solid foundation for that balance. Also, she added that to make this plan completely foolproof for daily implementation, she strongly advised the teacher to explicitly specify her grouping matrix within the 'Assessing Learning' blocks. For instance, since the learners find sequential storytelling and last names difficult, the TSA block should explicitly outline how the teacher will provide intensive, tiered prompts to struggling learners while allowing advanced learners to independently practice introducing their families. Detailing the exact localized props or realia to be held during the Meeting Time 1 show-and-tell will ensure that the hands-on engagement praised in the reflection is systematically achieved every day.

5.4 Evaluation from the School Principals

Principal A. The evaluative and comments from Principal A was focused on the curriculum alignment and pedagogical structure review. She further expressed that, this Kindergarten Lesson Plan demonstrated a commendable alignment with the DepEd standards, particularly in its structured mapping of the Enhanced Kindergarten Blocks of Time (EKBT). The integration of the ILAW pedagogical framework provided a clear, logical continuum from defining intentional learning goals to executing evidence-based learning experiences. She further expressed that she highly appreciated how the teacher transparently declared her utilization of generative AI (Gemini) to refine instructional materials. This professional approach reflected the modern, forward-thinking competencies expected under current basic education guidelines, ensuring that technology served strictly as an aid to enhance learner relevance and engagement without sacrificing teacher accountability.

More so, she expressed that for the pedagogical enhancements and diagnostic action; the Ilaw-Aligned Kindergarten Blocks of Time must focuse closely at the classroom execution, the contextual diagnosis of learner profiles specifically identifying the children's strengths in self-concept alongside their difficulty in sequencing narratives showed strong diagnostic teaching. The explicit mandate to assess book cover details before Story Time readings was an excellent strategy for early literacy development. Moving forward, she wanted to see the specific titles of the EKBT-DULA localized reference materials written directly into the plan rather than just citing the annexes. Additionally, to ensure that the Formative Assessment metrics in Circle Time 1 and 2 clearly differentiate the evaluation criteria for Teacher-Supervised versus Independent Activities would make this a truly flawless, highly replicable model for Kindergarten Program of the Department of Education.

Principal B. The evaluative and comments from Principal B primarily was focused on Child Development and Holistic Learner Care Holistic Design and Developmental Responsiveness. According to her, from a developmental standpoint, this lesson design successfully captures the energetic yet volatile nature of the kindergarten learner. The intentional pacing of the blocks particularly balancing high-concentration zones like the 45-minute Circle Time 1 with crucial decompression periods like the 10-minute Quiet/Nap Time vividly reflected an understanding of early childhood physiology and attention spans. The inclusion of localized and tactile elements within the Ways Forward reflection block underscores a commitment to play-based, non-threatening instruction. She further expressed that the Ilaw-aligned Kindergarten Blocks of Time assured an instructional plan that treated physical care, supervised recess, and emotional expression as core components of academic success rather than secondary considerations.

Moreover, she commented that the alignment must explicitly direct parents in the Ways Forward section to engage their children in conversational reflections and localized home categorization tasks like sorting by color or size. This manner the teacher could effectively bridge the gap between classroom instruction and domestic life. To strengthen this further, she recommended providing explicit examples of the localized games or localized resources planned for the 35-minute Indoor/Outdoor block directly in the text. More so, she suggested that documenting the explicit chants or clapping patterns in the lesson flow could also ensure that any substitute teacher can smoothly maintain the structural momentum of the Kindergarten class should the Ilaw-aligned Kindergarten Blocks of Time would be more detailed just in case another teacher will substitute the class.

Principal C. The evaluative comments from Principal C were centered on Inclusivity, Localization, and Contextualized Assessment. She suggested that inclusivity and culturally responsive design must also be factored in the alignment of the Kindergarten Instructional Blcoks of Time to the ILAW Framework. According to her, this lesson plan stood out for its strong emphasis on inclusive, culturally responsive early childhood education. By centering the curriculum on the sub-theme 'We are Unique,' the framework naturally invited the kindergarten learners to celebrate their individual identities while learning to respect the diverse backgrounds of their peers. The teacher’s diagnostic observation that learners struggle to find the exact words for objects shows a keen awareness of language development needs. Designing the Arrival Time and Meeting Time 1 blocks to serve as low-stakes, welcoming entry points ensures that language-delayed or socially anxious learners are gently scaffolded into the day's academic expectations without feeling overwhelmed.

She further observed that the Authentic Assessment and Resource Optimizationfrom a resource management perspective, the plan's reliance on localized learning resources and concrete materials is highly commendable. Utilizing tangible objects and realia to address vocabulary gaps aligns perfectly with the hands-on requirements of early childhood pedagogy. Furthermore, embedding Formative Assessment blocks directly after independent and supervised tasks keeps the monitoring process authentic and continuous. To elevate this design even further, I recommend that the teacher explicitly note how the Indoor/Outdoor Activity games will be modified for children with varying levels of motor coordination. This will ensure that the play-based framework remains fully accessible and differentiated for every single child in the classroom.

5.5 Evaluation from the Education Program Supervisor (EPS)

The Education program supervisor presented a critical review of the draft Kindergarten Lesson Plan designed using the ILAW (Intentions, Learning Experiences, Assessing Learning, Ways Forward) framework. The evaluation was centered on the alignment, instructional flow, and integration of the contextualized EKBT-DULA Region 7 source materials to support the refinement and validation of the curriculum tool.

For the Intentions (I), the lesson plan establishes a robust foundation by clearly aligning the Content Standards, Performance Standards, Theme ("Knowing Who We Are and Our Families"), and Sub-Theme ("We are Unique"). A notable strength in this section is the thoughtful inclusion of the Learning Context, which identifies the children’s strengths, interests, and developmental barriers, such as difficulties with sequencing and last-name retention. This contextual grounding aligns directly with the core premise of the ILAW framework, which emphasizes designing learning intentions around the evolving needs and real-world experiences of the learners.

For the Learning Experiences (L), the plan intends to integrate the regional EKBT-DULA materials, there is a recurring structural issue in how references are mapped across the Learning Experiences. Nearly every block of time including Arrival Time, Meeting Time, Circle Time 1 and 2, Indoor/Outdoor Games, Wrap-Up, and Dismissal repeats the exact same blanket citation ("Quarter 1, Week 1, Day 1-4; Quarter 2, Week 2, Day 2; Quarter 2, Week 11, Day 1 & 4"). For a doctoral-level study examining the extent of

alignment across daily routines, relying on identical placeholder references across all five days blurs the specific daily instructional progression.

Beyond the repetitive reference tags, key instructional procedures, such as Teacher-Supervised Activities, Independent Activities, Story Time, and Formative Assessments—lack concrete, step-by-step descriptions. Instead of detailing actual classroom routines, these sections redirect the reader back to the EKBT source material. To serve as a valid research artifact for curriculum development, the plan needs to explicitly write out the procedural steps so evaluators can clearly see how the regional materials were adapted, scaffolded, or enhanced using the ILAW approach.

The Ways Forward component is exceptionally well-developed and demonstrates strong pedagogical reflection. The extended learning activities provide actionable ways for families to reinforce learning at home, such as practice with self-introductions and daily household chores. Furthermore, the teacher's daily reflections offer realistic, responsive adjustments, such as utilizing small-group practice before whole-class presentations and integrating chants or movement which perfectly embodies the reflective practice central to the ILAW framework.

To establish clear instructional progression across the week, the generic reference lists should be unpacked into explicit daily sub-activities under each Block of Time. Replacing repetitive source citations with specific activity titles such as specifying a "Name Tag Match Game" on Monday and "My Family Picture Sharing" on Tuesday will allow evaluators to trace how learning experiences incrementally build skills from Monday through Friday.

The Assessing Learning sections should be expanded beyond citation notes into concrete, actionable formative assessment strategies. Clearly articulating the specific tools used—such as observation checklists, anecdotal notes, or oral rubrics to measure whether a child can confidently state their name, surname, and family members will demonstrate precisely how learning is evaluated during each session.

To strengthen the study's focus on curriculum development and assessment, the plan should explicitly highlight where and how the original EKBT-DULA activities were enhanced. Adding brief annotations or visual tags—such as noting where an activity was modified with differentiated peer-pairing to address observations in the Learning Context—will make the extent of ILAW alignment immediately apparent to expert reviewers.

A careful alignment check should be conducted between the targeted competencies and the daily learning objectives. While the learning competency emphasizes identifying common objects used at home, the specific Circle Time 1 objective focuses on objects found in the classroom. Reconciling this variance will ensure seamless construct validity across standards, objectives, and classroom tasks.

The administrative header requires minor clarification regarding the scope of the implementation. While the document features a complete five-day weekly schedule from Monday to Friday, the header currently lists the number of sessions as two. Adjusting this number or clarifying whether the plan represents a two-session sample within a broader weekly block will ensure consistency across all sections.

Lastly, she expressed that to make sure that the Kindergarten Blocks of Time would perfectly be aligned with the ILAW framework the core instructional flows and formative assessment tools must be fully articulated. It should clearly illustrate how the original EKBT-DULA materials were enhanced and adapted to meet the specific requirements of the ILAW framework.

THE ENHANCEMENT OF ILAW-ALIGNED KINDERGARTEN BLOCKS OF TIME BASED FROM THE THREE DIFFERENT PARTICIPANTS: TEACHERS, PRINCIPALS, AND THE EDUCATION PROGRAM SUPERVISOR FOR KINDERGARTEN

Having factored in the evaluation and suggestions of the participants, this Enhanced ILAW-Aligned Kindergarten Blocks of Time served as a highly structured, developmentally appropriate roadmap for kindergarten learners. It seamlessly integrated the core pillars of the ILAW design—Intentions (I), Learning Experiences (L), Assessing Learning (A), and Ways Forward (W)—into daily instructional Blocks of Time that obviously balanced socio-emotional care, academic exploration, and behavioral regulation. The design of this enhanced ILAW-Aligned Kindergarten Blocks of Time could comprehensively be described across its operational blocks. Figure 5 laid out in detail the newly enhanced Ilaw-Aligned Kindergarten Blocks of Time.

5.6 Discussions

The findings reveal that Kindergarten teachers already demonstrated substantial integration of the ILAW Framework across the four major components of Intentions, Learning Experiences, Assessment, and Ways Forward. The strongest evidence was observed in Learning Experiences and Assessment, where all 10 teachers consistently used routines, transition strategies, contextualized learning materials, active verbal checking, and non-intrusive observation of learner behavior and participation. The Intentions component was also strongly evident, particularly in the formulation of clear daily intentions and the integration of multiple developmental domains. However, only half of the teachers consistently aligned instructional intentions with official curriculum frameworks, indicating a clear area for improvement in curriculum articulation. The Ways Forward component likewise showed strong but less uniform application, with 90 percent using immediate instructional adjustments, 80 percent establishing enrichment activities, and 70 percent integrating manipulatives and targeted learning materials. These results suggest that the teachers were generally capable of implementing the core principles of ILAW, but greater consistency was needed in curriculum alignment, differentiated intervention, enrichment planning, and the systematic use of localized instructional resources.

The expert evaluations reinforced these findings and provided specific directions for improving the ILAW-Aligned Kindergarten Blocks of Time. The Kindergarten Master Teacher emphasized the need for explicit grouping matrices, tiered prompts, localized realia, and clearer differentiation between Teacher-Supervised and Independent Activities. The school principals highlighted the importance of curriculum alignment, developmental responsiveness, inclusivity, localized materials, family involvement, and accessibility for learners with varying needs. Meanwhile, the Education Program Supervisor identified structural concerns involving repetitive source references, insufficiently detailed procedures, limited articulation of formative assessment tools, and inconsistencies between competencies and daily objectives. At the same time, the EPS recognized the strength of the Ways Forward component, particularly its reflective and home-based extension activities. Taken together, these evaluations imply that the enhanced ILAW-Aligned Kindergarten Blocks of Time should move beyond general alignment by explicitly articulating daily procedures, differentiated activities, assessment tools, localized resources, family participation, and clear links between objectives, competencies, and learning experiences. These refinements strengthen the model's practicality, developmental appropriateness, replicability, and alignment with the intended principles of the ILAW Framework.

6. Conclusion

The ILAW-aligned Kindergarten Blocks of Time provided a rigorous, sustainable instructional model for the Kindergarten program. The enhanced design optimized classroom management, established systematic kindergarten classroom routines, and captured the authentic progress of learners through low-friction, real-time formative documentation embedded directly across the blocks. Ultimately, this ILAW-Aligned Kindergarten Blocks of Time as an enhanced teaching and learning framework could serve as a potent curriculum blueprint that the Department of Education may adapt to support holistic Kindergarten education.

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