

## **Kindergarten Principals, Associate Principals, and Teachers' Perceptions of Daily Lesson Plan's Necessity, Preparation, and Utilization**

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### **Abstract**

The purpose of this study was to assess the perceptions held by kindergarten principals, associate principals, and teachers regarding the necessity, preparation, and utilization of the daily lesson plan. Specifically, this study was designed to provide insight into possible ways to improve the daily lesson plan by seeking inputs from teaching and administrative staffs in kindergartens in South Korea regarding the practical application of the plan. For this purpose, a total of ten participants were interviewed, and the contents of the interviews were analyzed through a systematic classification. As a result, the participants were classified into two groups: one group expressed that the plan is necessary while the other group expressed that the plan creates unnecessary paperwork. In addition, many participants worried that the plan was not applied in practice, although they believed that the plan aids in establishing learning objectives of the day, maintaining balance among different learning activities, and stimulating students' interest. Finally, participants had different perceptions of the degree of the plan's practical use.

**Keywords** : daily lesson plan; principal; associate principal; teachers; interview

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## Introduction

Currently, kindergartens in South Korea carry out various educational activities appropriate for the developmental stages and interests of young children from five to seven years old. To achieve this, each kindergarten establishes annual, monthly, weekly, and daily lesson plans reflecting the national curriculum, characteristics of kindergarten education, and the developmental stage of young children. These plans provide bases for learning activities in kindergartens (Ministry of Education and Science Technology, 2009). These plans provide elements of objectives, contents, and methods for learning activities and their evaluations (Ornstein & Hunkins, 2004/2007; Fan et al., 2016). They also serve as a guideline for concrete and effective lesson progress (Kim, 2011). Therefore, as ‘activity designers’, kindergarten teachers should be able to establish concrete lesson plans regarding ‘what, how, and why they create certain activities and evaluate’ their students’ learning (Ministry of Education and Science Technology, 2008; 2009).

However, many kindergarten teachers have experienced difficulties in preparing daily lesson plans that specifically focus on the day’s learning activities (Park & Lee, 2013; Lee, 2013). To address this problem, the Ministry of Education and Science Technology proposed sample daily lesson plans for the fourth nation-wide review of kindergartens in 2017, allowing for different lengths and formats of the plan as important criteria when reviewing the curriculum of kindergartens (Ministry of Education, 2017). The sample proposal provides an opportunity to reassess the nature and necessity of daily lesson plans as well as how it should be designed and used. It also reduces the burden on teachers in kindergarten review process conducted by the Ministry, as it allows some flexibility in preparing the daily lesson plan.

The lesson plan is a detailed schedule of various daily learning activities in kindergartens (Kim, 2008; The Korean Society for Early Childhood, 1999). It is also an important element of effective teaching, because it contains all activities in a kindergarten, such as learning objectives, activity titles and goals, teaching methods, required time, course materials and equipment, and cautionary measures (Ministry of Education, 2017). The plan can help improve teachers’ instruction, because it serves as a guideline for them while considering that kindergarten curriculum is more integrative and flexible than are those of

elementary, middle, and high schools (Lim, 2009; Hong & Park, 2015). An (2014) and Oh (2004) have suggested that a daily lesson plan establishes the most appropriate experience for both young children and teachers by providing predesigned activity assignments and describing clear roles for teachers in assignments. According to An (2014) and Oh (2004), the plan may improve teaching skills by offering teachers an opportunity to acquire applicable knowledge and critically evaluate their teaching method.

In addition, the daily lesson plan serves as a guideline for designing contents and teaching methods throughout the day while allowing educators to focus on what to achieve in a class and to connect with other classes (Shim, 2013; An, 2014; Gagne et al., 2005/2007). Therefore, daily lesson plans should be structured systematically with a clear purpose to achieve overall curriculum goals that children need at each age rather than simply recording activities of the day.

However, misunderstanding exists among teachers, causing them to suppose that composing a daily lesson plan leads to teachers-centered activities, which is against the established principle of child interest and integration-oriented curriculum in early childhood education (Lee & Park, 2012). Defending the plan, Kim (2001) suggests that learning activities are not always performed as planned, because early childhood education is contingent on the daily kindergarten environment and needs flexibility, and integration. Kim (2001) has emphasized that teachers should seriously consider the plan, because it provides a big picture of teaching methods such as why learning activities are important, the connection with other classes, and instructional techniques (Masnan et al., 2019). Likewise, Oh (2004) has expressed concern about teachers' misunderstanding that a daily lesson plan is unnecessary because daily activities may change to reflect children's needs. However, Oh (2004) has indicated that the purpose of the plan is to help teachers establish their comprehensive goals for the day by considering children's interest and backgrounds rather than simply aiming to complete activities. In other words, the plan should be based on assessment of children's developmental stage, interest, past activities, present needs, and learning objectives of the day.

According to previous researchers, some kindergarten teachers believe that a lesson plan is unnecessary (Oh, 2004; Lee, 2013). They tend to compose the plan under obligation instead of using it as a tool for effective teaching (Park & Lee, 2013; Oh, 2004; Lee, 2013).

Furthermore, teachers do not know what is important and what to include in the plan (Hwangbo & Lee, 2011). Some just copy other teachers' plans and list learning activities without properly considering learning objectives or contents (Kim & Ko, 2006; Park, 2008; An, 2015; Hwangbo & Lee, 2011; Hwang, 2010). Thus, the lesson plan must be improved to be effectively composed and used as a foundation for learning activities.

Therefore, it is important to know how daily lesson plans are prepared by teachers today, when flexibility of contents in these plans is allowed for, whereas in the past, plans were formalized and flexibility of contents was rarely allowed. It is also important to discuss the future direction of daily lesson plans to find ways to improve preparation of the plans while providing necessary support. To this end, it is important to gauge opinions of kindergarten principals, associate principals, and teachers about the lesson plan.

Most previous studies on daily lesson plans have investigated teachers' perceptions while ignoring perceptions of administrators, such as principals and associate principals, who work daily with teachers and instruct teachers on whether their learning activities are suitable for the overall curriculum (Park & Lee, 2013; Oh, 2004; Lee, 2013; Hong & Park, 2015). In addition, the effectiveness of learning activities in a kindergarten can be greatly influenced by principals and associate principals, who are at the top of the organizational hierarchy (Lee & Lee, 2006). Therefore, principals and associate principals may affect their teachers' instructional methods (Kwak, 2008; Yeo, 2002; Oh, 2006; White, 1998). Considering these important roles of principals and associate principals, their educational philosophy is likely to affect the preparation and use of their teachers' lesson plans (Kim, 2006). Therefore, the purpose of this study was to investigate how kindergarten principals, associate principals, and teachers perceive the necessity, preparation, and use of daily lesson plans.

## **Method**

This study conducted in-depth interviews with the staffs of ten kindergartens as a qualitative research method. An interview is an effective way to explore opinions on social issues by assessing the experience of survey participants as well as the implications of their

responses (Seidman, 2006/2009).

### Research Participants

A purposeful sampling method (Merriam, 1998) was used to select samples, including principals, associate principals, and teachers in both public and private kindergartens in Seoul, Gyeonggi-do, and Incheon, South Korea, using a social network obtained via our prior work experiences in kindergartens. We also found participants by taking advantage of the recommendation by already selected participants. We selected only those who were appropriate for the current research based on their ranks and work experience in a kindergarten. In this study, six staff members from public kindergartens and four from private kindergartens were included. We attempted to reflect the opinions of several kinds of kindergarten staff members with different educational backgrounds, because each kindergarten has different educational goals and learning objectives, although public kindergartens are run by the same national curriculum. In addition, we included five teachers who composed daily lesson plans and three principals and two associate principals who had prior experiences in composing daily lesson plans as teachers. We also included some principals and associate principals who had supervised teachers in preparing the plans

Table 1. *Characteristics of Participants*

		Experience (years)	Education	Type of Institution	Location	Experience with Daily Plan
Principals	A	30	Doctorate	Private	Gyeonggi-do	Yes (consultant)
	B	29	Master	Public	Seoul	Yes (commissioner, consultant)
	C	27	Doctorate	Public	Seoul	Yes (commissioner, consultant)
Associate Principals	A	24	Master	Public	Seoul	Yes (commissioner, consultant)
	B	21	Master	Private	Incheon	Yes (consultant)
Teachers	A	12	Master	Public	Seoul	Yes
	B	10	Bachelor	Public	Seoul	No
	C	4	Bachelor	Private	Seoul	No
	D	2	Bachelor	Public	Seoul	Yes
	E	2	Bachelor	Private	Seoul	No

as a school commissioner at a local educational office or as a consultant. Existing studies suggest that the frequency, volume, and format of the plans composed by each teacher differ according to the length of teaching experience (Park & Lee, 2013; Oh, 2004). Therefore, we selected participants with at least one year of experience in directly composing the plans as a full-time teacher. Table 1 shows characteristics of the ten participants in this study.

### **Research Tools and Research Procedures**

Given the lead by Lee (2013), we prepared seven interview questions for principals and associate principals and seven other questions for teachers. This original questionnaire was evaluated by an expert on early childhood education, and a preliminary interview (May 31 - June 3, 2018) was conducted for one associate principal and one teacher at public kindergartens. Given the preliminary interview, questions that were difficult to comprehensive for interviewees as well as those that were too broad were modified accordingly. In addition, in the preliminary interview, two researchers who participated as interviewers also conducted the preliminary interview and discussed the types and methods of asking questions. Further, we reorganized the questionnaire so as to build consistency between interviewers.

We conducted the interviews from June 21 to July 11, 2018, and we explained the purpose of the interview and interview procedures to the participants, asked for their consent, and then performed face-to-face interviews upon receiving informed consent. The interview took about one hour for each participant, and the interviews were recorded with the consent of the participants. The recorded interview was transferred into a written document on the same day of the interview so that the contents of the interview were clearly and concretely recorded into the document. The contents of the interviews were repeatedly reviewed by the current researchers and divided into a few categories (Spradley, 1976/2003). The validity of each category and sub-category was confirmed by one expert of early childhood education and one public kindergarten teacher with a master's degree in early childhood education and 13 years of experience as a kindergarten teacher.

## Results

### Perception of Necessity of Daily Lesson Plan

Most participants recognized the importance of daily lesson plans for establishing learning objectives and the contents of daily activities that they want to achieve through kindergarten education.

A daily lesson plan has already been established for elementary schools. By contrast, activity-oriented education is carried out in a kindergarten, because the goals of kindergarten education are different from those of an elementary school. Therefore, kindergarten teachers have to prepare day-by-day lesson plans to set up daily learning objectives and unit activity goals. I think that kindergarten education would not be different from staying at home with their parents if teachers do not set up the plan according to their learning objectives. (Principal A, 30 years of experience, private kindergarten)

What do you do without a plan? I am a teacher, not a babysitter. If anyone asks me why I do this lesson, I should be able to answer what I do today and what the purposes of these activities are. (Teacher A, 12 years of experience, public kindergarten)

A teacher should prepare the daily lesson plan before starting any learning activities, so that he or she can spend the day without a problem with their students and set the order of the day from the beginning of teaching to evaluation of learning at the end of the day. Therefore, I think the lesson plan is very important. (Teacher C, 4 years of experience, private kindergarten)

Principal A and teacher A believe that lesson plans are important for improving a teacher's instructional skills and the quality of kindergarten education, because the plan establishes learning objectives, contents, and activities to be shared with children during the day. In addition, teacher C recognizes that daily lesson plans are important as a timetable that summarizes the flow of the day by considering that early childhood education can operate in various ways according to the teacher.

However, unlike those experienced teachers, teachers D and E, who had relatively little experience as kindergarten teachers, showed skepticism about the preparation of the plans.

I believe that the plan is necessary, but honestly, I can go straight into my classroom without making the plan because I am familiar with the same activities that I did last year. It is easy to learn things like checking children's attendance and serving lunch for only a few months. All daily activities and the order of unit activities are repeated every week. (Teacher D, 2 years of experience, public kindergarten)

I think that the daily lesson plan is necessary for evaluation and a review of a kindergarten by government agencies, because the plan serves as a written record. The plan, however, does not seem to be directly relevant to my daily activities. So, it seems that it is necessary, but it does not seem to be a very important factor for running a daily routine for me. (Teacher E, 2 years of experience, private kindergarten)

Teacher D thought that lesson plans are not important, because a teacher runs regular and stable learning activities on a daily basis. However, teacher E maintained a slightly different position from teacher D, in that teacher E acknowledged that plans were necessary, because they provided a record for the evaluation of learning activities and for a review of a kindergarten by the government. As such, a daily plan is necessary for establishing learning objectives and contents in a kindergarten as an educational institution. However, there were differences in how the necessity of daily plans were understood that depended on the kindergarten teacher's personal and teaching experience.

### **Perception of Preparation of a Daily Lesson Plan**

#### *Important Elements of a Daily Lesson Plan*

Participants emphasized that the most important element of the plan is establishing learning objectives during preparation. Evaluating achievement of objectives was considered to be the second-most important after learning activities were completed.

I think setting up learning objectives for the day is the most important. In other words, it is important to set up what children should experience throughout the day and how to make the experience meet learning objectives. Moreover, I think it is important for teachers to evaluate their learning activities during the day. Also, I think that the evaluation should aim at how much the learning objectives are achieved by the children's activities. I tell my teachers that without the

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plan, it is just like playing at home with their moms. (Principal A, 30 years of experience, private kindergarten)

I like to write daily learning objectives ... to select activities that will best accomplish the objectives ... and... once I have objectives in my mind, I can spend the day flexibly. I have a direction for what I need to achieve on the day with the daily lesson plan, even if I have only a little flexibility in my teaching activities. There is no sense of running a class without the plan. (Teacher A, 12 years of experience, public kindergarten)

Principal A and teacher A emphasize that establishing learning objectives is the most important goal during preparation of plans so that they can flexibly select activities to accommodate the teacher's and children's characteristics once they set these objectives. In addition, the establishment of learning objectives makes it possible to evaluate achievement of the objectives.

Some participants, however, indicated that setting up learning objectives was the most difficult task and that they did not do it well in preparing the plan.

Setting learning objectives is the most challenging to teachers. Teachers are not very sensitive to 'why' while focusing on 'how' to do activities. I asked my teachers why they ran a certain activity and they could not answer. My teachers would not know if they had achieved their learning objectives at the end of the day without concrete learning objectives in the lesson plan. Instead, they asked their students, "What was the most fun activity?"... I think learning objectives must be clearly set so that the class flows well with a direction. (Associate principle B, 21 years of experience, private kindergarten)

Some confusion about setting the objectives has existed. I had learned about daily lesson plans a little bit when I attended college. I know that I need to set concrete learning objectives before I lead learning activities for my students, but it is difficult to comprehend what objectives must be set and how to achieve them. (Teacher C, 4 years of experience, private kindergarten)

Likewise, associate principal B worries that teachers just list learning activities associated with subjects rather than establishing clear learning objectives in the daily lesson plan. By contrast, teacher C, who prepares plans, perceives that establishing learning

objectives is a difficult task without knowing what activities must be included to achieve the objectives. In short, participants acknowledged the importance of establishing learning objectives, but admitted that it was also the most difficult task.

### **Perception of Current Status of Daily Lesson Plans**

Responses about when and how the daily lesson plan should be prepared depended on the teaching experiences of the participants. First, teacher B and principal B have positive responses, indicating that the daily lesson plan is prepared well according to the learning objectives.

I do not want to interrupt my daily workflow, so I write the lesson plan for two or three days of activities all at once and revise it when the situation changes while I am running learning activities. I can see the whole flow of activities if I write a draft of the plan in advance. Of course, it may be modified by reflecting on the evaluation of the previous day's activities. Details of the plan may also be added at that time. (Teacher B, 10 years of experience, public kindergarten)

Our teachers are using the daily plan well. We have teachers with different years of experience. Experienced teachers are very good at composing and using the plan. They write a detailed plan for a focused activity of the day. (Principal B, 29 years of experience, public kindergarten)

However, some participants indicated that the daily lesson plan did not establish learning objectives in a kindergarten. Instead, they believed that it served as a formal document to show the government and other third parties.

Some kindergartens kept a well-written lesson plan, despite their teachers' heavy workloads, when I visited kindergartens for reviewing their curriculum and activities as a commissioner at a local office of education. I was really surprised to see the same plan in many other kindergartens. I have seen that many kindergartens just printed out the daily lesson plan made by the same company and kept it in their file folders. (Principal C, 27 years of experience, public kindergarten)

There were kindergartens in which one copy of the plan was written only for an external review in that year. These kindergartens did not prepare the plan for the year if there was no such review. I

was shocked. I asked, "Why not use the lesson plan?" Their answers were, "Making phone calls to children's parents is more important than making the lesson plan." Kindergarten administrators and teachers asked me, "Who cares how well the plan is written?" (Associate principal B, 21 years of experience, private kindergarten)

As seen above, principal C suggests that some kindergartens teachers do not directly write the daily lesson plan, but simply purchase a copy of a commercial plan that is sold along with other educational materials. On the other hand, associate principal B argues that many kindergartens use the plan only for external reviews. They do not use it for instructional activities. The associate principal added:

I had seen a lot of daily lesson plans that just listed learning activities when I reviewed kindergartens as a commissioner at a local office of education. So, I could not help but give instruction to teachers on how to prepare the plan. But it was challenging for me, because the teachers had diverse backgrounds and comprehension levels. Also, it was hard for me to push teachers to compose the plan, because they did not have sufficient time for preparing the plan given their heavy workloads with other assignments. (Principal C, 27 years of experience, public kindergarten)

Many teachers had over ten years of experience in kindergarten instruction, but they prepared the plan incorrectly, when I went to public kindergartens for consulting. So I asked them if they had a chance to see other teachers' lesson plans, and the answer was no. . . . The number of principals and associate principals who are capable of helping teachers in the preparation of the plan becomes less available than before. Government officials and kindergarten administrators must be aware of this and make an effort to address this issue. (Associate principal B, 21 years of experience, private kindergarten)

Principal C recognizes that kindergarten teachers have diverse backgrounds and comprehension levels and that they are overburdened by other routine tasks. Therefore, many teachers experience difficulty in finding time to prepare daily lesson plans. Likewise, principal B emphasizes that teachers have not had many opportunities to learn the technique of composing the plan. Therefore, principal B added that seminars and workshops on lesson planning should be offered to help teachers.

### **Perception of the Usage of Daily Lesson Plan**

Responses about how a lesson plan was used in a kindergarten differed. One group said that most of the planned activities were applied in classes after accounting for different daily workflows and children's situations.

Our teachers apply 90% of their lesson plans in their classes, because they carefully prepare the plan on the day before, considering the curriculum and the developmental stage of students. I believe the plan should be practiced 100% in classes, although teachers may need to flexibly apply the plan by considering the children's interest and characteristics and the weather conditions. (Principal A, 30 years of experience, private kindergarten)

I am using 80-90% of the contents in the lesson plan, I try to do as planned. Well, I think about how I should interact with my students when I prepare the plan in advance, just like a simulation. So, following the plan is very helpful for my teaching. (Teacher D, 2 years of experience, public kindergarten)

In the above comment, principal A suggests that it is important to apply the plan, because teachers who are early childhood specialists carefully prepare the plan. However, principal A also mentions that the plan could be flexibly exercised in classes by considering the weather conditions of the day and the interest of students. By contrast, teacher D indicates that the plan is like a simulation before the actual class, so the plan is actively used in the class. In other words, these two staff members agreed that using the plan was important, although they provided different reasons for this opinion. Unlike these two participants, some other participants perceived that the plan was not well used in their kindergartens.

A high percentage of teachers do not practice the plan in their classes. Teachers are burdened because they have to include so many things in the plan considering their heavy workloads with other assignments. Thus, I cannot practice all contents in the plan. Of course, it was hard for me as a teacher to follow my busy schedule. Right now, there are so many things that a teacher is required to include in the plan. (Associate principal A, 24 years of experience, public kindergarten)

I think that my students are too young to follow two-unit activities per day, but teachers always

have to write two-unit activities in their daily lesson plans. As a matter of fact, I cannot lead two-unit activities, because I need to spend most of my time teaching basic behavioral training. Teachers just write the plan to fill in the gap of scheduled activities in a paper. (Teacher E, 2 years of experience, private kindergarten)

Principal A and teacher E in the above perceive that teachers experience challenges in applying the plan to their classes while also reflecting the curriculum and developmental stage and interest of children, because an unnecessary amount of contents need to be included in the plan as a required document of record. As such, participants in this study displayed different positions on practical application of the plan in classrooms. One group of participants suggested that the plan was helpful for the class in the sense of preparing and practicing learning activities, but the other group indicated that the plan was not very well applied in teaching, because the plan included too many learning objectives and activities and was just a required document to show others when necessary.

## **Discussion and Conclusion**

Based on the findings of the interviews, the perceptions and needs of the participants about the daily lesson plan deserve a brief discussion. First, most participants in this study believed that the plan is necessary, because it helps teachers set learning objectives and contents and contributes to establishing a daily class schedule, because kindergartens do not have designated textbooks. These results are in line with previous studies emphasizing the necessity of daily lesson plan preparation (Kim, 2008; An, 2014; Hong & Park, 2015). The plan also serves as a standard for effectively achieving learning objectives by both teachers and students. Teachers with less experience tended to be skeptical about the necessity of the plan, consistent with some previous studies (Oh, 2004; Lee, 2013). Considering such difference in the perception of the plan, it is important to investigate further whether kindergarten teachers do not accept the necessity of the plan as a whole or if they do so because there are too many required contents of the plan and because of their heavy workloads. It is also necessary to uncover obstacles experienced by teachers in the

preparation of the plan in order to help them effectively carry out planning, execution, and evaluation of learning activities.

Second, most participants perceived that setting learning objectives was the most important factor that should be considered in the preparation of the plan, similar to results of Kim and Ko (2006), Park (2008), and Lee (2011). Such findings also imply that the plan should be more informal and diversified than its current form. However, kindergarten teachers still need to clearly establish learning objectives and activities. An evaluation should be carried out to see whether objectives are achieved, by considering that a kindergarten is an educational institution. In addition, teachers admitted that constructing the plan in terms of learning objectives in the curriculum was difficult. This requires guidance of experts. Such findings are consistent with some prior studies (Oh, 2004; Lee, 2013). Such results also suggest that kindergarten teachers should develop the ability to set clear learning objectives in daily lesson planning, considering that the plan was previously required to be in a uniformly fixed format and that kindergarten activities had been focused on acquiring good habits. Simultaneously, teachers should not focus too much on running unit activities related to planned topics. However, they should be able to flexibly capture opportunities that would achieve learning objectives by reflecting the interest of students and classroom environment.

There were different perceptions about practical application of the daily lesson plan. One group of participants suggested that the plan was well applied to teaching, whereas the other group thought that the plan was not very well carried out. Among those who had a positive opinion, most teachers were able to simulate their classes in advance to improve the efficiency of the classes. However, other teachers expressed concerns that preparing the plan for one to two weeks or two or three days in advance might not reflect the developmental stage or interest of students. Therefore, in daily lesson planning, teachers need to adequately reflect the evaluation of activities and needs of the child on the previous day.

On the other hand, some participants expressed concern that the plan was not well prepared or applied in classrooms because of teachers' different educational backgrounds and working conditions. Consequently, some teachers simply copied a sample lesson plan from various sources. They did not prepare a plan when there was no external review of

their kindergarten, consistent with findings of Lee (2013) and Park and Lee (2013). Therefore, the format of the plan must be simplified by removing unnecessary contents in order to be practical and efficient for young children.

Third, most participants felt there was some importance to linking daily activities to objectives of the lesson plan. However, there was a gap in the perception of practical application of the plan among participants. Some participants suggested that it was important to follow the plan as designed in order to improve student learning, to cover contents of the plan for classes, and to not interrupt classes in another day. However, other participants argued that it was challenging to follow the lesson plan, because the plan included too many contents, such as daily safety tips and other subjects required by the Ministry of Education and Science Technology. This finding is in line with results of Hwang (2010), Oh (2004), and Lee (2013). Such findings suggest that the plan should be applied to learning activities in classrooms rather than only serving as a document of record. Teachers must flexibly prepare and apply the plan to accommodate diverse kindergarten environments, including the backgrounds of teachers and students.

In summary, we sought inputs from kindergarten staff members such as principals, associate principals, and teachers about their perceptions of daily lesson plans. Our results imply that training for teachers should be provided in various formats to help them prepare the plan better and that experts on daily lesson planning are needed to guide and assist teachers for plan preparation. Third, the plans must be revised in terms of document format, volume, and contents before they can be effectively used in kindergartens. In particular, principals and associate principals have acknowledged a lack of guidance for teachers in establishing learning objectives and relevant activities, suggesting the possibility for improvement in the future.

This study has a few implications for future studies. We aimed to assess the perception of kindergarten administrators, who have not been well researched so far. However, this study covered only a few kindergarten staff members. Future studies need to include a larger number of participants. Quantitative and qualitative research will be possible with a significantly larger sample size. Moreover, this could not reflect the Nuri Curriculum proposed by the Ministry of Education, because it was conducted before the Nuri Curriculum was introduced. Therefore, future studies need to examine the effect of the Nuri

Curriculum on daily lesson plans in kindergartens.

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