

TEACHER



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IMPRESSIONS ON STUDY VISIT TO UK PRESCHOOLS

Manchester, 11-12 July 2017

INDEPENDENT UNIVERSITY BANJA LUKA

Seminar on the Curricula Modernization and Innovation
with Focus on Competencies,
Bihać, 4-5 September 2017

SETTINGS



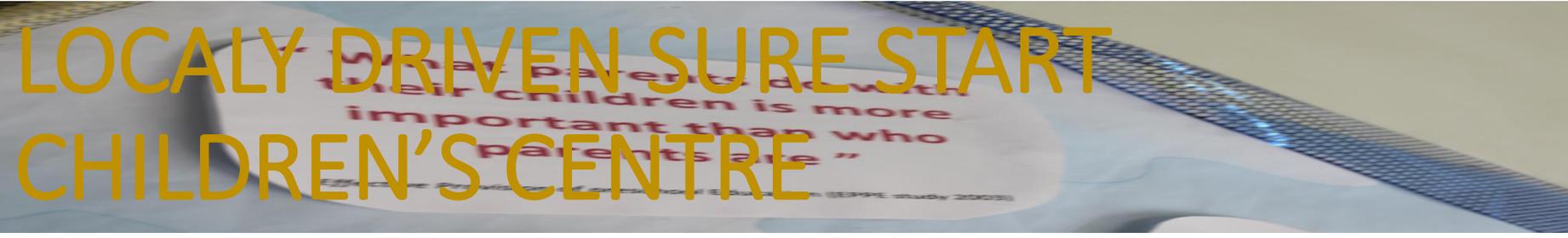
FOREST SCHOOL



PRESCHOOL INSPIRED BY REGGIO



PUBLIC SCHOOL



LOCALLY DRIVEN SURE START CHILDREN'S CENTRE

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ARE ANALYSED BY FOLLOWING QUESTIONS:

Description of the setting



What are the key principles that underline the ethos/aims of the setting?



What is the setting's view of children?



Manchester
Metropolitan
University

11-12 July 2017

Any other comments or observations



What knowledge and skills do practitioners require when working in this setting?



What issues for inclusion and diversity are most relevant for this setting?



DEVELOPMENT OF
COMPETENCE-BASED
CURRICULA WP.2

What is the role of the adult in the setting?



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Description of the settings

FOREST SCHOOL

- Even though, forest schools can be considered as an alternative educational approach, a forest kindergarten we visited, belongs to UK educational system, follows the National Curriculum and the Common Assessment Framework. It is a private kindergarten for children up to lower grades of elementary school.
- The Forest kindergarten is located in the semi-urban area, private and isolated piece of wood within the traffic. Children and teachers are in a relaxed, nonfrustrated and open, natural ambience. Semistructured and unstructured materials and activities are dominated.
- That is a huge area for children. Nature is 'always changeable' environment and content for learning.



What are the key principles that underline the ethos/aims of the setting?

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- Inspiration, exploration, wondering, excitement are a basis of children's and adults' learning.
- Enabling environment fosters freedom and choice. Environment enables risky play, as well as, deep concentration on own activity.
- Children and adults have a need for close and tight mutual relationships. Children need safe social environment.
- Re-connection of children to the Nature.
- Individualization is the main framework for children's and adults' activities.
- Learning is not primary connected to activities initiated and structured by teachers.



What is the setting's view of children?

- „Everything starts from a child“ – teacher said.
- Child needs careful and empathic adult.
- Children are healthy, curious, inner motivated, capable. Children are always in a move through the wood, exploring, doing something, being with other children and adults.
- Mixed age group is more suitable for learning and development.

What knowledge and skills do practitioners require when working in this setting?

- Special knowledge: first aid, safety issues
- Skills: how to teach in the area of risky activities and play; how to manage situations in the nature (especially, in less favorable weather conditions); how to connect the activities initiated and freely chosen by children with requirements from the National curriculum; how to organize the learning activities in literacy, language, maths, and so; how to follow the child's development and do the Assessment Framework in the educational environment which is not primarily looking as an academic one.
- Question: how to get over those days when teacher is not willing (able) to be in cold, wet, muddy place? Do we, as human beings, always have to be able and ready to live and work outdoors?

What issues for inclusion and diversity are most relevant for this setting?

- Children with learning and behavioral problems can benefit of being in open, nonfrustrating environment. Wood is not a noisy place for them.
- „Explosive child“ can be reassured and calm in the wood; there is enough place for moving, running, climbing.
- Nature brings close all the languages, religions.



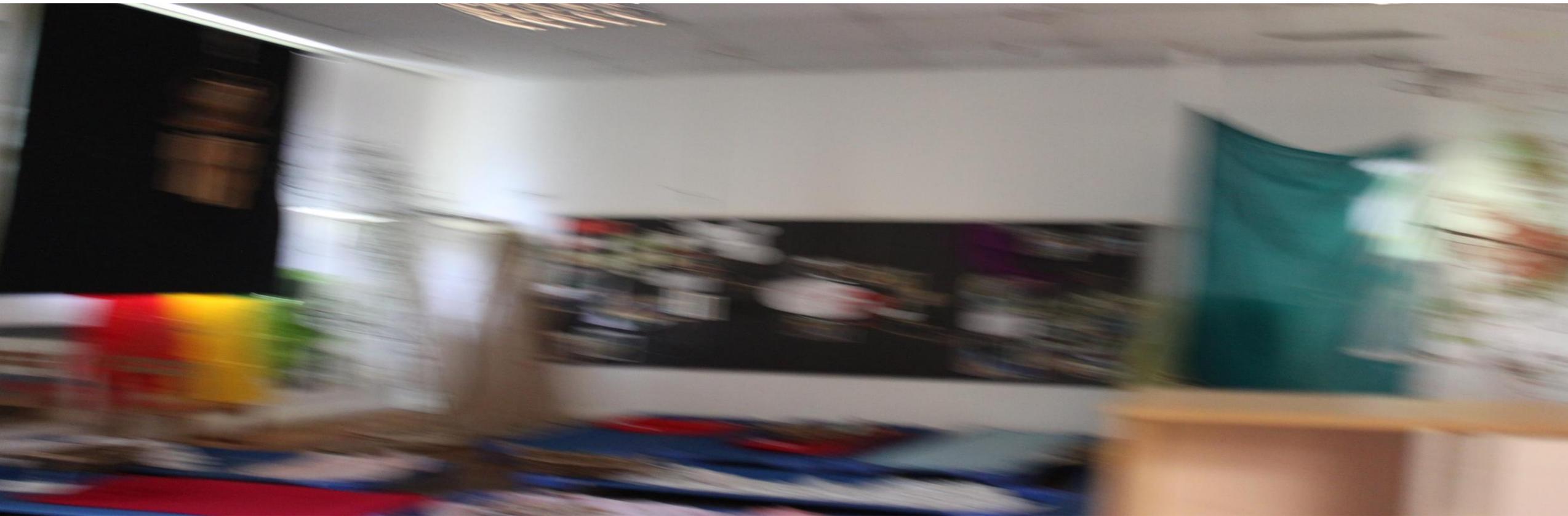
What is the role of the adult in the setting?

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- Teacher follows the development of every child.
- Encourages a child; directs towards a positive behavior („You can do...“).
- Inspired by Nature, teacher is a model how to enjoy in outdoor learning, as well as, how to teach in the forest environment.
- Brings the rules for behaving in wood („take care of yourself, others and environment).
- Takes care of environmental safety, clean and maintains the natural setting (crop, prune the wood).

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Description of the settings

PRESCHOOL INSPIRED BY REGGIO

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- A private nursery and kindergarten is inspired by a world famous preschool approach from Northern Italy, Reggio Emilia. One teacher had an opportunity to study visit one Reggio preschool in Italy.
- There are three groups of children (nursery, pre-K, kindergarten), placed in three separate huge rooms. Kindergarten children, five-year-olds, are together with school-age children, up to eight.
- In narrow, long corridor, information for parents are visible and arranged in panels (personal info; basic info on National curriculum adapted according to Reggio approach; attitudes on children's development and expression; visual and written documentation of children's learning moments and progress). All the rooms, arranged by areas of children's interests, are directly connected to outdoor. At times, space is appeared to be messy and overcrowded.
- Children's learning processes and activities are visible; there are a lot of photos, notes with children's thoughts, drawings.

What are the key principles that underline the ethos/aims of the setting?

- Child-centred approach.
- Self-guided curriculum: National curriculum is used 'after' child's learning, to note what is evidenced as being learnt.
- Learning is based on deep projects (there are few themes, like: wild things, garden, 'what colour is the fire?')
- Documentation is a basis for planning the teachers' activities.

What is the setting's view of children?

- Children are connected to their families and community.
- Children need to be supported in their interests, they are to be given different possibilities to express their ideas, thoughts, understanding.
- Children can explore, play, express themselves.

What knowledge and skills do practitioners require when working in this setting?

- Skills to prepare 'communication -friendly' environment, space for children to express their interests, and develop their potential.
- Skills to recognize signs of developmental needs and to shape them to institutional frameworks.
- Skills for documentation as a process of making learning visible.
- Skills to connect children's interests and initiated activities to the National Curriculum, specially to tight them to required areas (as we could see on a panel for parents): Literacy, Communication and Language, Mathematics, Understanding the World, Physical Development, Expressive Arts and Design, Personal, Social and Emotional Development.

What issues for inclusion and diversity are most relevant for this setting?

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 Erasmus+

- All the children are accepted as an competent human beings.
- Families are the main partners in education.

What is the role of the adult in the setting?

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- Adults are always learning (from children, parents, others, practice).
- Teacher follows children in their activities, observing and encouraging them to go deeper into exploration.
- Teachers take care of environment, enabling good social relations and place for children to communicate their ideas, as well as, rich materials for children to create meanings within their activities (garden, outdoor play, aesthetic activities, exploration).
- Teacher is to make a contract with the 5+ children, and has obligation to support them to develop (accomplish) it. That is the way teacher enables children right to participate in decisions for their own learning process.
- Teachers are to assess the children when they turn 5, based on learning goals set by EYFS Statutory Framework, 2017.
- In this preschool, there is an Atelierista, and a team for observation for all the children (that is not connected with particular room, but for 'meta' observation).

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Description of the settings

PUBLIC SCHOOL

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- This is a public, locally (state)-funded elementary school, for children from Key Stage 1 to Key Stage 6.
- Key Stage 1 is for children from 5 to 7 (Year 1 and 2). There are few pedagogical groups, they have their own place (classrooms). Classrooms are open-planned, so, few different places are connected to make a whole, which allows children to move freely through the classroom. Classrooms are well equipped with child-sized equipment arranged into learning centres (e.g. For construction play, Art, Literacy...), with a lot of didactical materials, learning systems (e.g. Numicon system), toys. Classrooms are overcrowded.
- Children are encourage to initiate small-group activities based on interests or curriculum (we saw small groups playing in sand, pretend play, looking to media), but also, we could saw whole-group activities (e.g. a teacher was reading a book to children), or individual activity (a teacher was doing something with a girl). Children, also, were doing something individually (e.g. Cutting), or cooperate in some tasks.
- There are more than two adults in one classroom (pedagogical group).

What are the key principles that underline the ethos/aims of the setting?

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- Every child has a right to education of equal quality.
- Balans between free choise (based on interests and needs) and structured activities.
- Every child has oportunity to develop his/her individuality within the system. System has the mechanisms to follow and assess child's progress within the school years.

What is the setting's view of children?

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- Children are on the way to become educated citizens; belonging to and participating in community is an important part for growing up for all the children.
- School enables children a huge range of activities, based on National Curriculum.
- Children learn in different ways.

What knowledge and skills do practitioners require when working in this setting?

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- Specially, working in team is an important competence for teachers.
- Skills to manage all the children's activities, and to tight them to the National Curriculum. Teachers shoul have good skills in planning, organizing and evaluating the effectiveness of different activities compared to learning aims and outcomes (with whole group, in small groups, individual, individualized, free, and so).
- Skill to arrange the environment as a good and structure learning space for children.

What issues for inclusion and diversity are most relevant for this setting?

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- Children are accepted as they are (emotions, behavior, social or family background, and so).
- A school is a 'community in small' – it reflects the diversity of citizens living in this community. All children are welcome at the school, because they have the right to education.

A horizontal banner featuring a mosaic of approximately 20 small, colorful portraits of children's faces, arranged in a grid-like pattern. The colors used for the portraits are vibrant and varied, including reds, blues, greens, yellows, and purples. The mosaic is set against a dark background.

What is the role of the adult in the setting?

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- Adults are professionals who educate children, organize activities for children, support families.
- Teachers need to have good knowledge of the Curriculum, as well as, a child development, and to be able to balance between requirements from both sides.

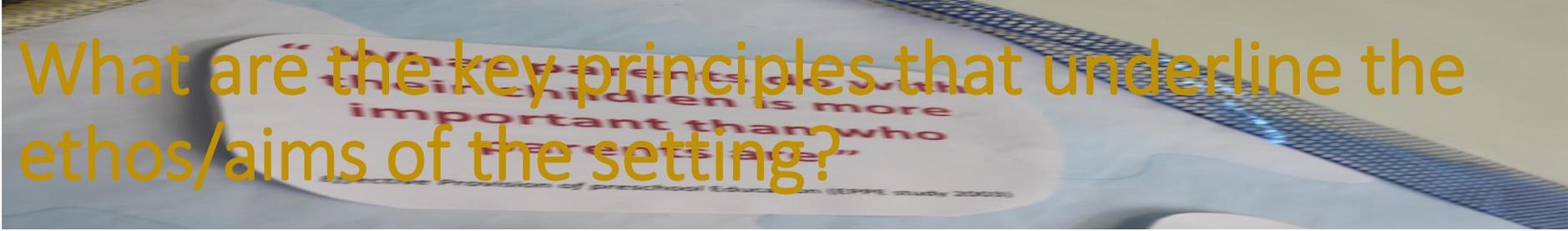
**“ What parents do with
their children is more
important than who
parents are ”**

Effective Provision of preschool Education (EPPE study 2003)

Description of the settings

LOCALLY DRIVEN SURE START CHILDREN'S CENTRE

- Children's Sure Start Centre is located in elementary school in suburb area, at town Nantwich. A group of interested parents established it, as a part of integrated service for families with young children in risks or deprived background, to support them in process of their children growing up, as well as, in supporting parents for responsible parenthood. Centre integrates the services in education, speech and language specialists, childcare and health and family advice.
- Centre constantly struggles to ensure the safe flow of financing its ongoing activities from the public (local) funds.
- Children's Centre has two cosy rooms, and it is open in afternoon for all the families in community with newborn babies, toddlers and children under 5, but also for young mothers (youth pregnancy), users of social services, children with disability, and so.

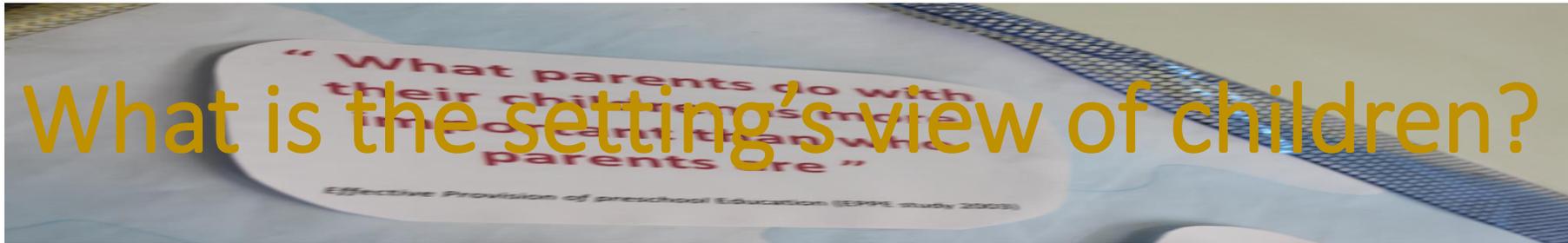


What are the key principles that underline the ethos/aims of the setting?

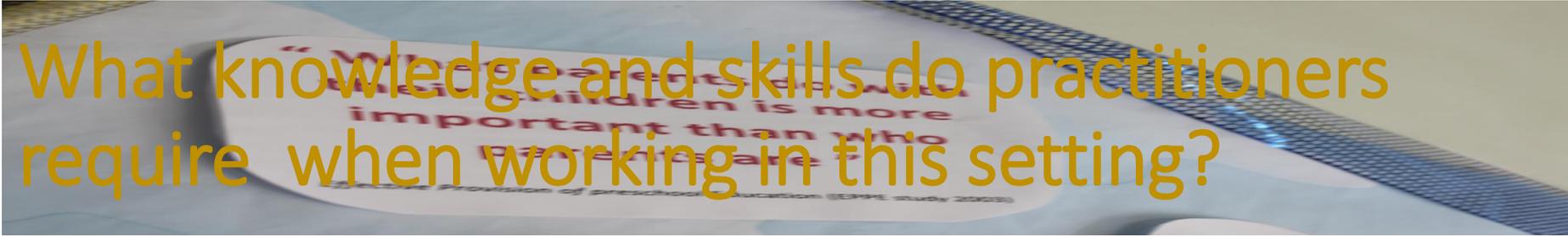
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- In the Centre, all the families and their children are welcome.
- Support for families is wholistic and integrated; parents are facilitated for better parenting.
- Everybody can spend a nice time in Centre in good atmosphere, making friendships and relationships, sharing with others who have the same experiences of parenthood.
- Children's development is supported by different integrated activities.



- Centre sends a message to a child: 'You can play here! You can play here with other children, but, also, with your parents!'
- A child is connected to family, so, family needs to be a positive place for growing up.

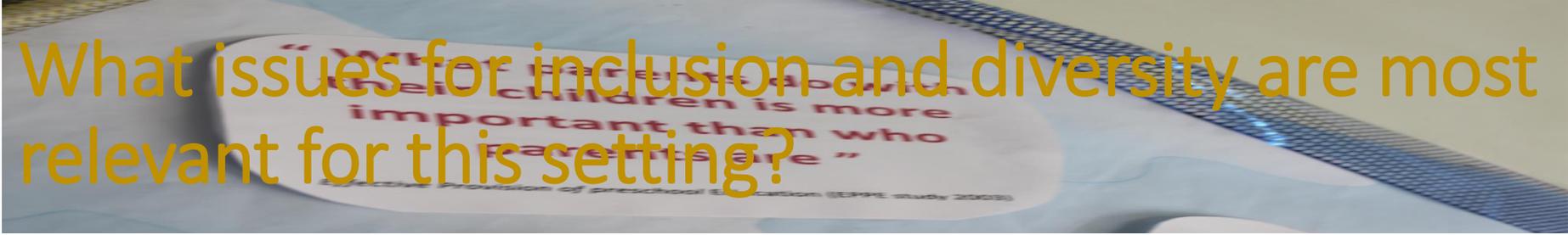


What knowledge and skills do practitioners require when working in this setting?

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- In Centre, volunteerism is highly valued, and desire to help others is the main motiv to work in Centre.
- Competences are acquired from experience, so that employees are 'experts of their experience', and, they begin to engage with the aim to share their own lived knowledge and understandings, supporting other parents who need the help.
- Skills to write the proposals, projects, to keep the administration in Center's management. Besides, skills to integrate the resources and services needed for a child and family (where more than one services are needed) are welcome.
- Skills of working with groups, as well as, advocacy, working in community, are, also, required.

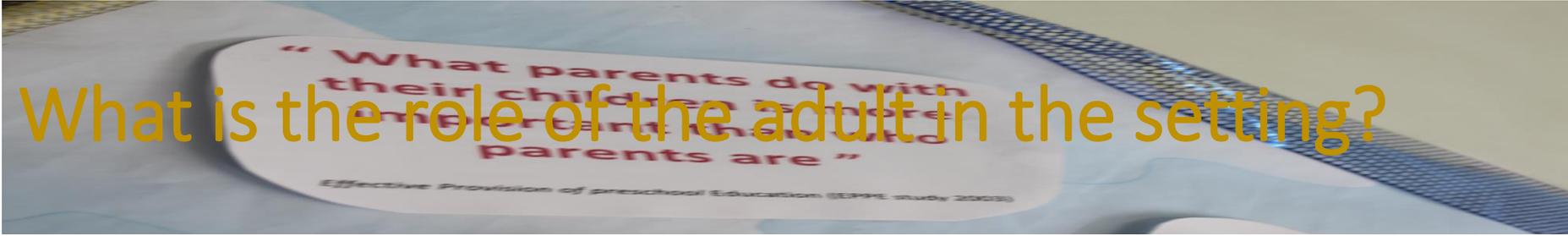


What issues for inclusion and diversity are most relevant for this setting?

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- As a part of the system of early intervention program Sure Start Children's Centres, in this Centre in Nantwich, respecting a diversity and social inclusion is the main principle.
- The place should be culturally appropriate and sensitive to different needs of children and families.
- Every child has opportunity for sure start in his/her life.



What is the role of the adult in the setting?

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- Working in a team with other specialists and professionals.
- Working with families and children - supports families, plays with children, laughs with parents. Organizes or supports different activities in area of *early education* ('Stay and Play', Cultural activities such a reading, or Teaching adults to early math, literacy), *childcare*, *health and wellbeing* (home visits, workshops on safety issues in family and home environments, baby massage).
- Working in a community: promotes Centre in a community, cooperates with teachers in local school, seeks for budget for Centre from local authority.

GENERAL IMPRESSIONS: What we can learn from UK practice?

- Diversity of approaches, meanings, practices, competencies
- How to connect alternative and mainstream approaches in the system
- Competent teachers are the key milestone for a quality early childhood education

