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- Germany: 
- Austria: 
- Denmark: 
- Hungary: 
- Iceland: 
- Greece: 
- Poland: 
- Sweden: 

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EARLY YEARS TRANSITION PROGRAMME

EASE: Transition from pre-school to school

The education of the child shall be directed to...
the development of the child's personality,
talents and mental and physical abilities
to their fullest potential.

United Nations Convention on the Rights of the Child (1989)



The aims of the EASE project are:

- to maximize cooperation between pre-school and primary school
- to promote the dialogue between parents and professionals
- to develop inter-connecting curricula in early literacy
- to encourage children in their learning process

The project's compendium is published on the EASE website

www.ease-eu.com

Summary of the compendium

Chapter 1: *Introduction by Ole Henrik Hansen, Irene Kaschefi-Haude, Ingrid Pramling Samuelsson & Anders Skriver Jensen*

Margaret Carr's learning-stories approach is briefly described, but also how we have adapted this into a more didactic approach by using literacy as the content in the learning stories. This first chapter also describes the EASE project with its intention and aims and how the report is structured.

Chapter 2: *Transitions from Pre-School to Primary School, by Kalliope Vrinioti, Jóhanna Einarsdóttir & Stig Broström*

Here a brief overview of research in the area of transition between pre- and primary-school is outlined, but also the long history of transition questions is being dealt with.

Chapter 3: *Early Literacy Learning in the Perspective of the Child: Literacy Stories, by Elisabeth Mellgren, Anders Skriver Jensen & Ole Henrik Hansen*

This chapter lays out the socio-cultural theoretical concepts that are forming the basis of the approach to early literacy of the EASE project. But it also describes the indicators of importance for literacy learning like: 1) interaction, 2) expression, 3) structures and 4) graphic symbols. These 'early literacy indicators' are adapted into Early Literacy Stories.

Chapter 4: *Observing, Supporting and Challenging Children's Learning, by Ingrid Pramling Samuelsson*

The author enlightens the distinction between child perspectives and children's perspectives, as well as a conception of development as increased discernment which has become central in early childhood education. Communication and interaction become key factors and important tools for the teacher in observing, supporting and challenging children's learning.

Chapter 5: *A Seamless Transition or an Oasis to Rest In? The Children's Pictures of the Swedish Pre-School Class, by Helena Ackesjö*

This chapter presents a study of children drawing pictures of their days in the pre-school class. The pictures are regarded as literacy events in the study. The result shows that the pictures reflect the pre-school class as a playful child-centred educational practice at the crossroads between pre-school and compulsory school, or as an oasis for the children to rest in.

Chapter 6: *"In pre-school we speak Swedish." Children's Perception of Multilingualism, by Hiba Abou-Touk*

The focus here lies on children with another mother tongue than the majority language. A group of children have been interviewed about the use of their mother tongue as well as Swedish. They are quite aware how their mother tongue is being used less than Swedish in institutional settings, and that it was chiefly being able to speak, read and write Swedish that made it possible to participate in Swedish society.

Chapter 7: *Connecting Curricula through Action Research, by Jóhanna Einarsdóttir*

This chapter is a detailed description of how the EASE project has been carried through in three phases in Iceland with pre- and primary school teachers, and other specialists who took part in the project. The approach reminds the reader about action research since the teacher's own questions are primarily dealt with.

Chapter 8: *The Relationship between Family and Kindergarten, by Ágnes Nyitrai-Szombathelyi, Mónika Kicsák, Judit Villányi & Katalin Zóka*

Here the focus is put on values and traditions related to cooperation and collaboration between pre-school and family in Hungary. Also questions concerning the strategy, plan and tasks to deal with as formulated in the Hungarian guideline are described.

Chapter 9: *Involvement of Parents, by Roman Lewicki, Anna Pol & Magdalena Bialek*

The authors focus on presenting a survey and discussion of the parents' role in their children's learning process. It usually happens that children who regularly work at home with their parents are more likely to achieve success than those who do not have an opportunity of cooperation with adults. Thus, parental support in education-at home and in the classroom-is vital to effective learning and discipline and can improve the social and emotional development of young learners.

Chapter 10: *Early Literacy in Transition from Pre-School to Primary School: Connecting Curricula, by Irene Sivropoulou & Kalliope Vrinioti*

This chapter is based on an investigation in Greece. The aim was to find out to what extent mixed groups of pre-schoolers and first grade students contribute to early literacy development, as well as to describe teachers' discoveries about the transition.

Chapter 11: *Social Development and the Role of the Pre-School from the Viewpoint of the EASE Project, by Johann Pehofer*

The author explains how the change in our society at the same time highlights a change in education. We know today, that pre-school already extensively determines the educational success of the child: So this chapter deals with the tasks and obligations of pre-schools in the present society.

Chapter 12: *Evaluation, by Elisabeth Mellgren & Ingrid Pramling Samuelsson*

In conclusion each country's results from the questionnaire completed by pre- and/or primary school teachers and parents are presented mainly in terms of the most important results drawn from all the statistics behind it. The most important result is however the change from the first to the second questionnaire, which means that a lot of the participants in EASE have been influenced in their way of looking at transition questions related to literacy.

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