

 Bezirksregierung Köln EU-Geschäftsstelle 	<h2>COURSE DESCRIPTION</h2>	 Education and Culture DG Lifelong Learning Programme
<b>Name of the course:</b> <b>Berufspraktikanten AG</b> (course for students on their one year placement) 'Early literacy'	<b>Early Years Transition Programme</b>  	<b>Institution:</b> Institution: Berufskolleg Ehrenfeld Köln Weinsbergstr. 72 50823 Köln Phone ++49221 9514930
<b>Authors:</b> Bettina Bechthold-Byerly, Burkhard Fürtig, Jochen Knopp		<b>Contact hours:</b> Training: Mon-Fri 8am-1pm Implementation: Mon-Fri 8am-3pm

## Training

### Course description in the study programme/pedagogical approach:

With the beginning of this school year we have started a special EASE-course (focussing on early literacy) for students who are future nursery school teachers. They have completed the two year theoretical part of their training and are doing the one year practical placement as compulsory and last part of their training. During this year, they focus on the aspect of early literacy in their respective nursery schools in the Cologne area. In order to monitor the attitude towards early literacy of all the individuals involved (nursery school teachers, parents, primary school teachers), the 'In-and Out questionnaire' designed for the EASE project will be applied. It will be distributed to the groups mentioned above before and after the EASE project. The course has 14 participants who work at 14 different nursery schools, run by the city of Cologne, the SKM ('Sozialdienst katholischer Männer' which is an institution focussing on working with people living in a difficult social environment), a private institution running nursery schools ('Köln Kitas'), a nursery school run by the catholic church and another private institution organized by the parents. The EASE course consists of 64 lessons per school year 2009/2010 plus planning sessions by the responsible teachers.

In addition, we are going to organize further education seminars run by experts dealing with topics like early literacy, disadvantaged children and others. These further education seminars will be offered to the teachers of both nursery and primary schools, to our colleagues at the vocational college and to our students (mostly the participants in the EASE course). The first one of these seminars was held on Sep 4<sup>th</sup> at our school, where Ms Elke Schloesser, an expert on literacy education and author of several books on the topic, gave a lecture for input with ensuing workshops. The topics were as follows:

- Early literacy for children under three years
- Early literacy and the prevention of violence
- Early literacy and multilingualism
- Early literacy and linguistically gifted children
- Early literacy and written language at the transition between nursery and primary school
- Early literacy and self-conscious as well as self-confident children

In February 2010 we plan to organize a seminar on the topic of how to get parents involved in early literacy education. The seminar will be offered to teachers of nursery and primary schools as well as our vocational school, students, and parents. There will be a presentation by an expert with ensuing workshops for the participants.

#### Aims:

1. Establishing lasting cooperation with all the institutions that are involved in the project
2. Raising awareness for early literacy among both teachers and students at the vocational school

3. Enabling the participating students to professionally focus on early literacy in their work in the future

**Costs for the participants:**

None

## **Implementation**

**Monitoring:**

The project will be carried out at the nursery schools which our students will be working at during their placements and at the cooperating primary schools. The schools are organized and run by the City Council of Cologne and by some private organizations focussing on special target groups, e.g. disadvantaged children.

The main target groups (children, parents, nursery school and primary school teachers) will be involved in the daily work of the students in their placements. The students will be evaluating the state of literacy they find among the children they work with. In a next step they will develop initiatives within the framework of EASE to promote literacy and document the changes.

**Description of evaluation:**

There will be continuous documentation of the children's learning process as well as continuous information of the target groups involved. The learning stories as developed by Margret Carr, New Zealand, and adapted to the EASE project by the Danish partners, will be used as an instrument to describe the development of the children. Details will have to be decided upon still, as much as possible together with the students in the EASE course because participation is a big part of their learning experience.

**Certification:**

The students who participated in the course will be given a certification at the end, stating the objectives of EASE.

**Dissemination - Sustainability:**

The methods developed in the EASE course will be integrated in the long term didactic planning of the training course (nursery school education) of the vocational school. Methods and results will be offered to related training courses at the vocational school (e.g. nursery nurse, 'social helper').

**Bibliography:**

Deutsches Jugendinstitut (Hrsg.):  
Elschenbroich, Donata; Schweitzer, Otto:  
Ins Schreiben hinein. Kinder auf der Suche nach dem Sinn der Zeichen. 60 Minuten.  
Begleitheft. Frankfurt/M: 2001

Jampert, Karin; Leuckefeld, Kerstin; Zehnbauer, Anne; Best, Petra. Sprachliche Förderung in der Kita. Wie viel Sprache steckt in Musik, Bewegung, Naturwissenschaften und Medien;  
Weimar 2006

Jampert, Karin; Leuckefeld, Kerstin; Zehnbauer, Anne; Best, Petra; Sens, Andrea; Leuckefeld, Kerstin; Laier, Mechthild (Hrsg.). Kinder-Sprache stärken! Sprachliche Förderung in der Kita: das Praxismaterial; Weimar 2009

**Ministerium für Generationen, Familie, Frauen und Integration des Landes NRW (Hrsg.), Delfin 4 – Sprachförderorientierungen. Eine Handreichung, Düsseldorf 2008.**

**Regionale Arbeitsstelle zur Förderung von Kindern und Jugendlichen aus Zuwandererfamilien (RAA), Literacy-Erziehung im Elementar- und Primarbereich. An Schrift- und Erzähkultur heranführen. Ein Ansatz für Kinder und Eltern mit Zuwanderungsgeschichte, Essen 2006.**

**Schlösser, Elke: Wir verstehen uns gut. Spielerisch Deutsch lernen. Methoden und Bausteine zur Sprachförderung für deutsche und zugewanderte Kinder als Integrationsbeitrag in Kindergarten und Grundschule, akt. Neuauflage, Münster 2007.**

**Ulich, M. & Mayr, T., SISMIK. Sprachverhalten und Interesse an Sprache bei Migrantenkindern in Kindertageseinrichtungen, Freiburg 2003.**

**Ulich, M. & Mayr, T., SELDAK. Sprachentwicklung und Literacy bei deutschsprachig aufwachsenden Kindern, Freiburg 2006.**

**Whitehead, Marian R., Sprache und Literacy von 0 bis 8 Jahren, Troisdorf 2007.**