

 Bezirksregierung Köln EU-Geschäftsstelle 	<h2>COURSE DESCRIPTION</h2>	 Education and Culture DG Lifelong Learning Programme
<b>Name of the course:</b> Lerner-oriented organisation of the transition from day-care centre to primary school, focus Early Literacy	<b>Early Years Transition Programme</b> 	<b>Institution:</b> Berufskolleg des Rhein-Sieg-Kreises Kerschensteiner Straße 4 53844 Troisdorf Germany
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**Preliminary Note:** The vocational college's catchment area covers the 19 towns and communes of the Rhein-Sieg district, Bonn, Cologne and the bordering communes in the state of Rhineland-Palatinate. There are altogether 35 vocational trainees of this school year who were supposed to choose a place for their vocational internship on their own initiative in the area mentioned above. A project partnership with the college for primary teachers could not be established, yet there is a partnership with the youth welfare office Troisdorf, which started a project for an 'educational biography without breaks' in every communal day-care centre. Troisdorf's primary schools are also partners in this project.

## Training

### Course description in the study programme:

The model we pursue is to harmonise children's transition from day-care to primary school and to establish an educational continuity in the transition between the institutions involving specialists of both institutions and parents. During training at the technical school for social pedagogy, vocational trainees are to be sensitised to that matter and acquire the necessary knowledge. Mentalities and attitudes are to be changed, assembled or strengthened in a targeted manner and the required development of competence (individual and institutional) is to be supported. The subject matter is to be anchored as part of the educational field of work and transferred to the responsibility of each individual.

For each aforementioned aim and content, dissemination takes place on part of the vocational college and the vocational trainees to

- the vocational trainees' trainers and therefore to the day-care centre
- the parents at the trainees' workplace as well as
- the primary schools, which the vocational trainees contact for their training.

Contents that are dealt with:

- self-educational processes of children
- educational documentation
- education in dialogue with children and parents
- educational partnership with parents
- Early Literacy
- capability of schooling from the day-care centre's and primary school's point of view
- transitional rituals
- cooperation of the educational partners in day-care centres and primary schools
- connecting methods and contents in day-care centres and primary schools

### Pedagogical approach:

- Symposium 'educational biography without breaks' at the 15<sup>th</sup> and 16<sup>th</sup> of June 2009 at the Bürgerhaus Troisdorf
- 17-06-2009: Best Practise: Coordinated documentation of education in Troisdorf (presentation and expert talk)
- 11-11-2009: Best Practise: Cooperation of day-care centres and primary schools in transition (introductory report, presentation and workshops)

- 02-12-2009: Educational dialogue with parents (introductory report, exercises and workshops)
- Methods of on-site teaching: Introductory reports, script revision, testing of methods and materials, self-organised learning, expert meeting, professional talk, strategy development, loyal opposition, role plays.

### **No Costs for the participants**

## **Implementation**

### **Monitoring:**

- The qualifications obtained in the training by each vocational trainee are practically applied by developing and testing a specific curriculum. The work on the subsequently mentioned tasks is designed for a gradual, eight-month-long time span during the one-year-long vocational internship:
  - Professional presentation of the facility and its concept for the organisation of transition and early literacy.
  - Documenting the individual education and development of a child and leading an educational dialogue with the child and the parents
  - Developing and testing a project-based action concept including the primary school, alternatively: working on a project-based topic in the practical examination
  - Presentation of an activity conducted self-responsibly in the fields of parent participation, public relations or team work
- The representatives of the trainees' workplace (always trainers and group personnel, partly the team of the whole facility) as well as the teachers of the vocational college continuously advise the practical execution as well as the competence development and qualification of the vocational trainee. The consultations are documented.
- Parents are informed by the vocational trainees about every relevant process concerning the project.
- A collection of the developed concepts follows on part of the school towards the end of the vocational internship.

### **Description of evaluation:**

- A long-time documentation of the educational and learning behaviour of a child older than 6 months is set as a binding task. This is based on the EASE-adapted form of the learning-stories-approach (M. Carr 2001).
- Vocational trainees, educators, primary school teachers and parents will fill in a questionnaire in September 2009 (prior to the course) and in April 2010 (after the course). The main structure of the project is obligatorily preset.

### **Certification:**

- Every vocational trainee receives a certificate on the basis of 3 successfully obtained performance records (professional presentation of the facility, educational documentation and presentation of an activity conducted self-responsibly)
- A certificate of the successful development and testing of a project-based action concept is issued or a project-based topic is successfully dealt with in the practical examination of the vocational internship
- Acquisition of further certificates through complete and successful participation in advanced training and modules offered by the technical school for social pedagogy.

### **Dissemination - Sustainability:**

Both the persons involved in the training of the vocational trainees (educators, primary school representatives, parent representatives of the institutions) and, district-wide, all those who are parentally and professionally involved in the child's transition to school, were directly invited to the symposium 'educational biography without brakes'.

In constant intervals everyone involved in the education of day care centres and primary schools will be informed on the project's process via e-mail. The project's process will be documented on the vocational college's homepage and conference results like invitations to open events are published online. Furthermore, the regional education agency of the Rhein-Sieg district will actively inform on the project.