

  UNIVERSITY OF GOTHENBURG	COURSE DESCRIPTION	  Education and Culture DG Lifelong Learning Programme
Name of the course: <i>EASE - Transition from pre-school to Primary School</i>		Institutions: The Danish School of Education, Aarhus university
Authors: Associate Professor Stig Broström, PhD-fellow Anders Skriver Jensen, PhD-fellow Ole Henrik Hansen		Contact hours: The course includes 28 contact hours, spread over 7 course days

Training - Implications

Course description in the study programme:

The transition from early childhood services to primary school marks a significant change in the lives of children and their families. The goal of the course is to enable the participants to use the Learning Stories-method as a mean of assessment and evaluation, in order to encourage language acquisition.

Aims:

Primary:

- To maximize cooperation between preschool and school in order to obtain a common understanding of education to be adopted at both levels and thus facilitate the transition for children (5 – 7 years);
- To encourage language acquisition and early literacy approaches in both early childhood services, schools and in some degree in the families;
- To assess children's literacy learning and thus encourage them to reflect on their own learning processes and to empower them to become autonomous learners throughout life.

Secondary:

- To promote the involvement and exchange of views between parents and professionals of both sectors, particularly to ensure the inclusion of children with special needs and from marginalized families;
- To develop curricula for teacher training in early literacy and language practice and connecting curricula for children with a play-oriented and participatory approach;

Content and planning: The course brings together concepts of play, storytelling, drawing and education. Children's learning and development will be stimulated by learning experiences and guided participation in play, storytelling and drawing as transitional activities, both in preschool and in school.

The course promotes Learning Stories (Margaret Carr) as a method for assessment and evaluation. During the course the participants are taught how to create Learning Stories using a custom made form which is inspired by Carr's original design. The Learning Story method is planned to promote the idea of learning and development for the individual child, as well as the professionals and the parents. We are tying Learning Stories – and the notion of early literacy – to concepts of learning, identity, recognition and self-esteem. The Learning Stories will be collected in portfolios, and will follow the child from preschool to school, and convey the Learning Story of every single child.

Participants

The course has status of *In-service Training*. - The participants are 14 Preschool teachers (pædagoger), 2 kindergardenclass-teachers (børnehaveklasseleder - preschool teacher teaching kindergarden-class in primary school) and 1 primary school-teacher (lærer). The course is free of cost for the participants.

Training

Session 1

Date and time: 16.2.2009

Title: Introduction

Lecturer: Stig Broström, Anders Skriver Jensen, Ole Henrik Hansen

Place: DPU A401

Aims: To introduce the concept Early literacy, and the Danish understanding of the concept and Learning Stories as a theory and a method

Theme/Content:

1. A short introduction to the EASE project, and the Danish position towards early literacy – in preschool and school.
2. Lecture by Anders Skriver Jensen: Early Literacy
3. Lecture by Ole Henrik Hansen: The theory and method of Learning Stories
4. First completion of the Swedish questionnaire.

Literature connected to the lecture:

Compendium produced specific for the course.

Hansen, Ole Henrik, *Et læringsbegreb, (A learning concept)*

Hansen, Ole Henrik, *Læringshistorier, (Learning Stories)*

Skriver Jensen, Anders, *Tidligt sprog – hvad kunne det være? (Early literacy – what might it be?)*

Session 2

Date and time: 17.2.2009

Title: Early literacy transition activities

Lecturer: Stig Broström, Anders Skriver Jensen, Ole Henrik Hansen

Place: DPU A401

Aims: To discuss how early literacy activities can be implemented as transitional activity in both preschool, kindergarden class and primary school?

Theme/Content:

Lecture by Ole Henrik Hansen: Early literacy in play.

Lecture by Anders Skriver Jensen: Reading aloud.

Lecture by Stig Broström: Drawing and story telling.

Discussion about experiences concerning early literacy in practice.

Literature connected to the lecture:

Compendium:

An early childhood practitioner's guide, Carmelita Lomeo-Smrtic

Broström, Stig, *Børns lærerige leg (Children's educative play)*

Broström, Stig, *Oplæsning af børnelitteratur (Reading aloud children's literature)*

Hansen, Elisabeth, *Sproget i fokus (Language in focus)*

Koralek Derry, *Reading aloud with children of all ages*

Roskos K., A., Christie, J. F., & Richgels, J., *The essentials of early literacy instruction*

Vejleskov, Hans, *Sproglige kompetencer (Language competences)*

Session 3

Date and time: 23.2.2009

Title: About the narrative

Lecturer: Stig Broström

Place: DPU A401

Aims: To listen to, and discuss the produced Learning Stories.

Theme/Content: Stig Broström about narratives

Literature connected to the lecture:

Compendium:

1. Broström, Stig, *Narrativitet*

2. Broström, Stig, *Early literacy*

Session 4

Date and time: 24.2.2009

Title: Learning in action
Lecturer: Anders Skriver Jensen
Place: DPU A401

Aims: Recapitulation of the curriculum

Theme/Content: A lecture that unifies the concepts of language and literacy with the creation of the child's identity.

Literature connected to the lecture:
Compendium.

Session 5

Date and time: 3.3.2009

Title: An example of employed early literacy-policy

Lecturer: Stig Broström

Place: DPU A401

Aims: Reflection about the administrative utilised transition early literacy policy.

Theme/Content:

1. A lecture about early literacy in practice.
2. Lecture by literacy-consultant Karen Maass, from the Copenhagen municipality administration.
3. Discussion about the problems in making Learning Stories in practice.
4. Arrangement of schedules concerning the researchers visits and observations in March in preschool and school: the participant's workplace. In this period, the course participants collect experiences from practice concerning early literacy and the construction of Learning Stories.

Literature connected to the lecture:

1. Document from the Copenhagen municipality, about Early literacy.
2. Broström, Stig, *Early Literacy*.

Session 6

Date and time: 1.4.2009

Title: Evaluation of the produced Learning Stories

Lecturer: Stig Broström, Anders Skriver Jensen, Ole Henrik Hansen

Place: DPU A401

Aims: Target the Learning Stories on early literacy.

Theme/Content: Clarification of problems in practice, and arrangement of schedules concerning the researchers visits at the course participants workplaces.

Literature connected to the lecture:

None.

Session 7

Date and time: 19.5.2009

Title: Final session

Lecturer: Stig Broström, Anders Skriver Jensen, Ole Henrik Hansen

Place: DPU A401

Aims: To make sure that the course participants know how to capture manifestations of early literacy using Learning Stories – and being ready to make use of this tool in the summer transition (2009).

Theme/Content:

1. Last discussion about problems with the concept in practice.
2. Evaluation of the course.
3. Second completion of the Swedish questionnaire.

Literature connected to the lecture:

None.

Description of documentation, evaluation and implementation practices

Each researcher visits the preschools and primary school, estimated: 10 hours.

The implementation of Learning Stories, is a new part of the daily life, both in preschool and in school. The children are not directly involved in the process, besides the fact, that they are the main objects of the project. And that they are involved in the construction of their Learning Stories.

In the Danish project, the parents are only involved at an informational level. Besides that, it is an individual decision for the participating preschools and schools at what level the parents will be involved.

The educators at preschool teacher and teacher training college level are not currently involved.

The Danish approach is Margaret Carr's assessment model, conceptualised in a Danish context, emphasising the child's early literacy ability. Learning is described as a contextualised, social developed and active process.

The produced Learning Stories will be compiled in log-books, at the child's disposal, and will be used as a transitional tool, from preschool to kindergarden-class, and from kindergarden-class to primary school.

The increased focus on early literacy, could result in an increased inclusion for the social exposed child, first of all because of an anticipated heightened linguistic competence, and secondly because of the narrative creation of positive identity.

The transitional activities recommended, are play, storytelling, read aloud and different drawing-activities.

Besides the Swedish questionnaire, the course contains a continuous evaluation-process for the preschool staffs and the teachers. The parents are as described above, not directly involved, and a possible evaluation for the parents is not planned.

The two participating municipality administrative leaders were both involved in the planning stage of the course. They both want to strengthen the transition practice between preschool and school.

Certification

The course is offered as in-service training. The participants will receive a Course diploma from The Danish School of Education, Aarhus University.

Bibliography

Main texts: (Besides the compendium):

Carr, M. (2001). *Assessment in Early Childhood Settings. Learning stories*, London: Paul Chapman.

Philipsen, M., *Læringshistorier og pædagogisk praksis*. [Learningstories and educational practice] København: Hans Reitzels Forlag.