



 Bezirksregierung Köln EU-Geschäftsstelle 	<h1>COURSE DESCRIPTION</h1>	 Education and Culture DG Lifelong Learning Programme 
<b>Name of the courses:</b> Initial Training BP Lernwerkstatt IB In-service Training	<b>Early Years Transition Programme</b> 	<b>Institution:</b> Archiepiscopal College St. Ursula Eiskellerstr. 11 40213 Düsseldorf Tel 0211/322394 Fax 0211/322397
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## Training

### Course description in the study programme:

"Education begins in the instant of birth" (G. Schäfer). Thus, at the time of transition from early childhood services to primary school, children are already situated in a continuity of a *learning/educational* process, which has started a long time ago. However, parents and children very often experience this transition rather as a sharp interface than a transitional process.

The aim of this course is to secure the educational continuity at the interface between early childhood services and primary school. Based on a "secure attachment" (M. Ainsworth) this will take place holistically in interdependent areas of education such as emotional and motivational learning, mathematical and scientific thinking, psychomotor domain, social and cultural learning, moral development or religious and ethnical development of the world view. We focus on the productive development of speaking and early literacy in various areas.

With the aim of achieving a common understanding of "education" on the part of educators and primary school teachers it is necessary to intensify the exchange of information and to initiate common projects.

In order to enhance the students' competence in the focused-on-action learning process the following interdisciplinary teaching sequences have been planned and partially implemented:

- *Didactic Workshops:* writing and language acquisition workshop as well as mathematics and physical sciences (Lernwerkstatt n. Freinet)

In addition to the existing seminars the following EASE learning modules are being developed at the moment and will be offered in the future:

#### 1. Institutional and legal bases

for the transition from early childhood services (EC-sector) to primary schools, especially with regards to NRW as well as the dealing with the means for the educational agreement

- KiBiz
- Law of School
- Educational agreement
- School aptitude profile

#### 2. Documentation of education in EC

- perceptive and discovering observation/ monitoring (agreement on education NRW)
- Portfolio – concepts
- Learning stories approach (M. Carr)
- standardised instruments of observation/ monitoring in order to classify language levels (e.g. Sismik, Seldak)
- Screening Delphin 4

#### 3. Early literacy

- Knowledge of language, reading and writing development in the process of transition
- Conceptions
- Methods
- Consideration of children with a migratory background

- Support of children with deprived backgrounds or uneducated families
  - Critical analysis of self-contained training and learning programmes
  - Activities for the practical implementation
4. Formation of language with regard to mathematical and scientific thinking
- Knowledge of supporting mathematical abilities in the process of transition
  - Conceptions such as *Land of Numbers, Mathe Kings and Queens*, etc.
  - Methods
  - Special attention to the formation of language with regard to mathematical and scientific thinking
  - Visiting early childhood services and primary schools in order to teach best-practice-models
  - Dealing critically with self-contained programmes for learning and training
  - Activities for practical implementation
5. Cooperation with parents (“educational partnership“)
- Leading / conducting an advisory conversation
  - Conceptual talks (auch hier wieder: conversations) with primary schools
  - Consideration of the theoretical bases of parents with a migratory background
  - Theoretical analysis of the transitional achievements following the systemic approach
  - Parents' evening and developmental talks before enrolment
  - Activities for practical implementation
6. Quality standards and quality assurance
- Critical reflection on the further development of the individual approach
  - Repetition and training of acquired competences of presentation techniques
  - Continuation of the project and preparing a presentation
  - Development of quality standards for the transition of young learners from EC sector to primary schools including the implementation of the standards in the conception of early childhood services to primary school
  - Development of supportive structural characteristics for the transition
  - Critical reflection on the existing conception of the EC and, in the need of improvement, further development of quality standards

#### **Pedagogical approach:**

- Activities for practical implementation
- Students' participation in advanced training (Hanke, Hoenisch, Kett)
- EASE Courses
- Collegial intervision
- peer to peer visits in the institutions
- lectures
- students' reports
- roleplays
- practical exercises
- learning workshops („Lernwerkstatt“ n. Freinet)
- self- study, readers, internet research
- pay visits to primary schools

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

## **Implementation**

#### **Monitoring:**

Steps of implementation in the internship at the nursery schools:

- Development of a training schedule in coordination with the institution and St. Ursula vocational school. This training schedule contains an EASE-timetable.
- Passing on of information to parents and primary schools
- Analysis of the actual state of affairs and a rough draft of outline proposals

- Coordination and execution of the project in cooperation with the representatives of the primary school, the team and the parents
- Mentors/ teachers of St. Ursula vocational school support the trainees by counselling interviews at school and paying visits at the individual institutions
- Students visit each other at their institutions

#### **Description of evaluation:**

- Children: documentation of individual state of education containing the child's involvement
- Parents, educators and primary school teachers: questionnaire before starting and after ending the project
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#### **Certification:**

A certificate will be awarded to those students who

- have participated in the six seminar courses (modules) of the internship at the nursery schools
- have successfully put a project for the transition into action
- have given presentations
- have participated in additional advanced training (internal and external)

#### **Dissemination - Sustainability:**

During the time of EASE-project, a culture of cooperation, in the areas of content and structure, between the child and youth services on the one hand and primary schools on the other hand is supposed to be developed from the collegial cooperation between the sectors and primary schools. For instance, the constant exchange of information on the current concept development, the mutual payment of visits by pedagogical specialists of both sectors, common information events for parents, common activities in city districts and common advanced trainings can lead to this.

On the part of the school the staff's competences concerning the topic of transition will be extended at conferences and collegial sitting in on classes and visits.

Even after the end of the project, the curriculum will anchor content and methods and collect exemplary learning situations. ("Didaktische Jahresplanung")

Examples of a successful practice resulting from the lessons at St. Ursula vocational school and from the institutions will be integrated into the handbook of the EU branch office Cologne.

Constant exchange of information on the topic of transition will be secured within the advisory board of St. Ursula vocational school and representatives of child and youth services from childhood services and all-day schools.

#### **Bibliography:**

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- Erfolgreich starten ([www.Bildungsportal.de](http://www.Bildungsportal.de))
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