



 Bezirksregierung Köln EU-Geschäftsstelle 	<h1>COURSE DESCRIPTION</h1>	  Education and Culture DG Lifelong Learning Programme
Name of the course: Pre-service training	Early Years Transition Programme 	Institution: Institute of German Philology at Wroclaw University
Authors: Roman Lewicki, Magdalena Bialek, Anna Pol		Contact hours at training and practical levels: 90 + 30

Training

Course description in the study programme:

The course is incorporated in the curriculum of studies for teachers-to-be of German as a foreign language. The course is going to support the teachers in their work as kindergarten or primary school teachers.

Due to the growing interest in foreign language learning at the levels of pre-school and primary school teaching in Poland, the need for combining early education and basic education into a flexible educational path is also gaining importance. The course run within EASE project meets this need and helps create new cooperation skills and methods between parents and kindergarten or primary school teachers who are responsible for the children's development.

The course includes 90 contact hours, spread over three days each week (15 weeks)

Tuesday – 2 hours

Wednesday – 2 hours

Thursday – 2 hours

Aims:

The course focuses on the following four aspects:

- promoting the cooperation at both educational levels and facilitating the transition for children (ages 5-7)
- promoting the involvement and exchange of views between parents and professionals of both educational levels, particularly in respect to ensuring the inclusion of more marginalised children and families
- developing connecting curricula in Early Literacy and language practice with a play - orientated and participatory approach
- assessing children's learning and thus encouraging them to reflect on their own learning process and empower them to become autonomous learners throughout life

Additionally the main features of the course are: play-oriented, holistic, autonomous teaching and learning, which helps children learn throughout all their lives.

The topics to be discussed include the following:

1. Instruction about how to work with the Portfolio
2. Physical, social, emotional, and cognitive stages of children's development
3. Stages of children's language development
4. Relationship between oral language development and becoming literate
5. Development of literacy in second-language learners
6. Supporting, accepting and correcting children's language
7. Sociocultural theory as the theoretical basis for story learning
8. Aims and advantages of story learning

9. Books and storytelling as central aspects of literacy development
10. Criteria for selecting storybooks
11. Principles of lesson planning
12. Play-oriented learning
13. The role of play in the curriculum
14. Drama play in children's literacy development
15. Aims and advantages of using games
16. Development of listening skills
17. Development of imagination
18. How to create a literate classroom environment?
19. What can parents do to help children reach early literacy goals?
20. Principles of assessment
21. Observation task – preparing students for the practical level of the course

Pedagogical approach:

- Methods of teaching: lectures, seminars, classes, workshops, roleplays
- The course is filled with: discussions, exercises, projects and seminar work.

No costs for the participants

Implementation

Monitoring:

The practical phase includes 30 contact hours and consists of:

- Observing lessons in kindergartens and primary schools
- Teaching some lessons in kindergarten and primary school
- Creating and implementing teaching materials
- Organizing meetings with parents

Description of evaluation:

- A questionnaire was administered to parents and primary school teachers. The answers will show and help understand the parents' point of view. This knowledge will facilitate communication between teachers and parents
- Students were obliged to document their learning process using portfolios as valuable source of information. The Dossier of the Portfolio offers the learner an opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport. Within the EASE course, the Dossier of each student was evaluated in the form of a discussion between the learner and the trainer.
- The portfolio was also used by the children.
- Learning stories approach was applied as an evaluation tool.

Certification:

Certificate for those students who have successfully participated in the course

Dissemination - Sustainability:

Heads o schools, parents, students etc. will be informed about the progress of the project. Integration of the results of the project into handbook.

Bibliography:

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