



# The relationship between family and kindergarten

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# Topics of the presentation

- Present situation of transition project in Hungary-SWOT analysis
- Hungarian teacher training course – experiences
- Innovation purposes

# Strenghts:

- the recruitment of the *child-focused concept* in practice and in the theoritical pedagogic background
- more *pedagogic awareness* to facilitate in transition process of children and their families
- *holistic and competency based approach* in the children's development

- to create, to introduce and to adopt *innovative methods* (for example: cooperative workforms)
- to ensure *the inclusion of parents* in kindergarten and primary school life
- to *support* and to *recognize* the *competences of parents*
- to create an *active and efficient partnership* between kindergarten and primary school

# Weaknesses:

- *too long distance* between early childhood services (infant centre, kindergarten) and primary school
- *casual cooperation* between partners
- *interpretation of educational continuity* is only a problem of school readiness

# Opportunities:

- to create *equal partnership* between early childhood services and primary school
- *regular and systematic cooperation* with parents
- to develop methodology based differentiation (individual treatment)
- to facilitate the school start

- to *escalate motivation* and *involvement* of learning
- appreciation the competencies of professionals of both sectors
- to start *postgraduate courses*

# Threats:

- *professional impatience*
- *rigidity* in exchange of views
- *no respect the competences* of each other



# Hungarian teacher training course

short course description:

- *status of the course* in the study is incorporated in the curriculum of studies for students
- *students* are kindergarten-educators and primary school teachers
- *processing modes*: contact hours (30 hours); practical training (15 hours); traineeship (15 hours)

- *requirements*: to acquire theoretical knowledges; to make case study
- the course focuses on the following *themes*: transition process; language acquisition and early literacy; lingual education and lingual socialization; lingual disadvantage and its compensation: complex art education; play-oriented learning in primary schools

# Experiences:

- to need more student's *anticipatory knowledge*
- to *insert* these themes *in other courses*
- to reform permanently courses
- to *popularize* this course among students and pedagogues

# Innovation purposes:

- according to the *child-focused concept* parents should be involved in the institutional education of their children
- *open, inclusive and accepting attitude* of the kindergarten educator, the *harmonization of the customs of the family and the kindergarten*

- *building trust* is the basis of the successful concept focusing on the child whose interests are important for both sides
- the education programs of the project aim at the creation of *pedagogic competences* that can help to have such trust relations with the families of children having different backgrounds and to establish good long term cooperation with them

- *the helpful attitude among the parents* is also needed and that can be stimulated by the educator experienced in *community building*
- *plays and tales* are natural methods of the reception and understanding of the world
- the *child educated according to his-her age* in the kindergarten can fulfill the well designed school requirements: most forms of *playing contain movements, singing, children's poems, imagination, collective experiences, "free speech" associating ideas*

- intellectual maturation can reach the desired level only in a *caring and secure atmosphere*
- the task of educators is *the initiative to build up mutual understanding and good relationship* with families
- the basis of the partnership is the *understanding of the families' needs*

- the *educator's sensitivity* towards special problems is a precondition of the *open institution model*



# The positive effect of inclusion of parents in kindergarten life:

- parents can observe their child in the community, they *may transfer the most appropriate methods*
- they have a *better understanding of the educational process*, of the age characteristics of children
- they can *get acquainted with individual development features*

- they may witness *good practices of dealing with children* and *of collective plays*
- they can follow the methods of kindergarten educators and *enlarge their educational capacities*
- their *family centered views*, their *sense of responsibility* and the *consciousness of the indispensable role of family education* can reinforce

# Differentiated communication with families

- differentiation means building partnership in the knowledge of the needs, values, structures of the families and of the educational traditions, way of lives and activities of parents

# Parents meeting, open day, family room, ...rich variety of contacting in the kindergartens

- parents can be partners in the education when they get support to the solution of problems connected to their children and when the educator asks their *helping contribution*

# Strategy, plans, tasks:

- priority areas of *linguistic(mother tongue) education* during the transition from kindergarten to school
- *the cognitive competences supporting linguistic learning* must be developed for this result

- the kindergarten educator takes into consideration the specificities and costumes of families and realizes during cooperation the *interventionist practice*, that is, the solutions of support designed for the family

- the kindergarten *keeps contact with those organizations that before entering* (infant centres and other social institutions), *during kindergarten life* (institutions of pedagogic services, child welfare services, caring shelters, health or public education institutions) and after kindergarten life (schools)
- Kindergarten should be *open* and have *plenty of initiatives*

- the kindergartens educating children of different national and ethnic minorities keep *contact with the respective local minority governments and minority organizations*



# Conclusion:

- the educating activity of the educator depends on his/her acquaintance with the child, on his/her capacity to have a vision of the child in the family context (→*intervention*)

No success can be achieved without coherent education together with the family.

**Thanks for your attention!**