

**Table 1.National Information**

**Iceland**

	<b>EC sector</b>	<b>Primary school</b>
Age of children	1-5 years	<b>6-16 years</b>
Policy responsibility at central level	Ministry of Education	Ministry of Education
Operational responsibility at regional level (leave blank if not relevant)	Ministry of Education	Ministry of Education
Operational responsibility at local level	Municipalities	Municipalities
% proportion of public, non profit and for-profit provision	Public 87% For-profit 13%	<b>Public 95%</b> <b>For-profit 5%</b>
Annual public funding per child	Playschools: 1.268,7 Krona or 8.693,30Eu	1.093,6 krona or 7.493,49 Eu
Levels of access – what percentage of children in the age group attend	Playschools: 1 year old 31% 2 year old 91%, 3 year old 95%, 4 year old 95%, 5 year old 93%	<b>Primary schools: 6 year old – all children</b>
Average hours of attendance per day of children	Playschools: Average attendance 8 hours	<b>5.5 hours + afterschool program</b>
Do national or regional curricula or guidelines exist	Playschools (1-5 years) yes	<b>yes</b>
Do the curricula include guidelines concerning transitions or continuity	yes	<b>yes</b>
How would you describe the continuities that exist between early years and primary schools.	<b>Could be improved</b>	
What is the relationship between ECEC staff and primary school staff? Close, distant, very distant	<b>Playschool (1-5 years) staff with Primary School staff - distant</b>	
Do the curricula include guidelines concerning emergent literacy	Limited except for language development, story telling, reading aloud for the children etc.	<b>Yes</b>
Job titles of lead contact staff and assistant staff involved (please provide original language title and a literal translation)	Lead contact staff: Playschool teachers (leikskólakennarar)  Assistant staff : Playschool assistants	<b>Lead contact staff: Teachers</b>  <b>Assistant staff: Assistants</b>
Length and level of initial training of lead staff and assistant staff	Lead contact staff: 3 years university degree Assistant staff : Varies	<b>Lead contact staff: 3 years university degree</b> <b>Assistant staff: Varies</b>
Days per year entitlement to in-service training of each category	Not defined in wage contract	<b>Lead contact staff: 19 days</b>
% of lead staff with graduate training as a proportion of all staff	34%	<b>90%</b>
What is your opinion of the suitability of staff in terms of qualifications, experience and motivation for development	Lead contact staff: Good training but too few Assistant staff: varies	<b>Lead contact staff: Good</b> <b>Assistant staff: varies</b>
Average number of children per teacher, e.g. 10:1	<b>Playschool (1-3 years): 5:1</b> <b>Playschool (3-6 years): 10:1</b>	<b>19:1</b>
Salaries of teachers per annum in Euros	22.500 Euros	<b>23.500 Euros</b>
Required working hours per week	43.7 hours a week, <b>including preparation</b>	<b>42.86 hours a week , including preparation</b>
<b>Occupational status of ECEC staff –</b>	<b>Lead contact staff: Medium.</b>	<b>Lead contact staff: Medium</b>

high, medium, low	Assistant staff: Low	Assistant staff: Low
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**Table 2. Curriculum features across the countries**

Country	Curriculum name	Age group covered	Author and responsible levels	Main content orientations	Literacy orientation	Open framework or adult-driven	Other initiative related to Curriculum	Curriculum implementation features	Assessment process
<b>Iceland</b>	1999 National Curriculum Guidelines playschool (1-5 years)	1-5 years	Ministry of Education	<ul style="list-style-type: none"> <li>▪ Natural sciences</li> <li>▪ Socio-cultural</li> <li>▪ Creativity</li> <li>▪ Arts</li> <li>▪ Play</li> <li>▪ Language</li> <li>▪ Movement</li> <li>▪ Life skills</li> </ul>	No explicit literacy orientation. Emphasis placed on language acquisition and language development	Open framework: Guidelines address process rather than content. Child agency	Revision of curricula is in progress  Continuous quality development by the Ministry and municipalities	Child:staff ratios from 5:1 for under 3 years to 10:1 for 5-6 years.  Playschool teachers trained in early childhood education (social pedagogic).  The proportion of graduate teachers is low (about 40%)	Mainly portfolio and individual plan assessment  In some playschools assessment of language