

vbjk

Vernieuwing in de
Basisvoorzieningen
voor Jonge Kinderen



PEDAGOŠKI INŠTITUT



A good start for all: sustaining transitions across the early year



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Il contesto europeo



- Obiettivi strategici della Commissione Europea ET2020:

accesso a **servizi per l'infanzia di qualità** e **raccordo con la scuola primaria** possono contribuire a ridurre i tassi di **abbandono scolastico** (<10% entro 2020)

- Studi commissionati dalla DG EAC:

le **transizioni** giocano un ruolo cruciale nel favorire – oppure ostacolare - il **successo scolastico dei bambini**
→ soprattutto nei casi in cui i essi provengano da **situazioni di svantaggio** (povertà, background migratorio)

- Crescente interesse nel dibattito pedagogico internazionale, ma diverse prospettive:

➤ **Prospettiva anticipazionista** (*school ready children*) VS **prospettiva ecologica** (*children ready schools*)

The role of ECEC in preventing ESL –
(Rimantas, Peeters, Hayes et al., 2014)



The countries involved

Corby, UK:

- Pen Green Centre & Research Base
- Rockingham Primary
- Our Lady of Walsingham

Belgium /Flanders (Ghent & Aalst):

- VBJK
- Mezenestje childcare centre
- Sint Maarten kindergarten
- Mensen vor Mensen (AP)

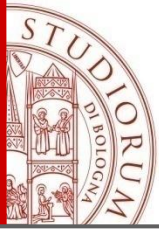


Slovenia (Lubjana & Tisina):

- Educational Research Institute
- OSTisina (pre- and primary school)

Italia, RER:

- Bologna University
- DD Vignola (pre- and primary school)



Where does the project comes from?

Shared concerns...

...the difficulties children experience over transitions have a long-term impact on their well-being and learning trajectores...

SMOOTH AND INCLUSIVE TRANSITIONS

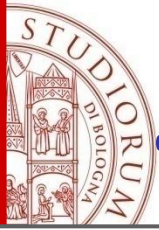
Fragmentation of pedagogical approaches and practices (SPLIT SYSTEMS - ECEC/CSE)

SHARING MEANINGS AND NEGOTIATING PRACTICES BY INVOLVING ALL ACTORS

...children who do not speak the dominant language and whose families comes from different socio-cultural background are the ones experiencing more difficulties in this process...

PARTICIPATOR Y ACTION RESEARCH

→ Children are required 'to be ready' and to 'adapt' to what come next (kindergarten, school...)



...and will to change perspectives...



School readiness

- Learning in ECEC is functional to what come next (and ultimately the goal of schooling is to prepare responsible workers for labour market) - HIERARCHY
- early intervention for disadvantaged children
- Schoolification / pre-primary approach to early education (formalised learning, narrow curriculum approach)

OMOLOGATION

Strong Equal Partnersip

- Each educational level is equally important, based on the acknowledgement that children learn in different ways at different times in life
- Interplay between continuity/discontinuity - COMPLEMENTARITY
- Inter-institutional cooperation respecting the pedagogical identity of each setting
- Mutual exchange re: approaches & methods

Vision of a meeting place

- Dialogic perspective and shared vision - COMPENTRATION
- Negotiated values and pedagogical assumptions (image of the child, vision of learning, understanding of diversity...) -
- co-construction of educational contexts valuing multiple way of learning ('100 languages')
- Extended collegiality & shared reflection on practice and approaches

ETEROGENEITY

...how?

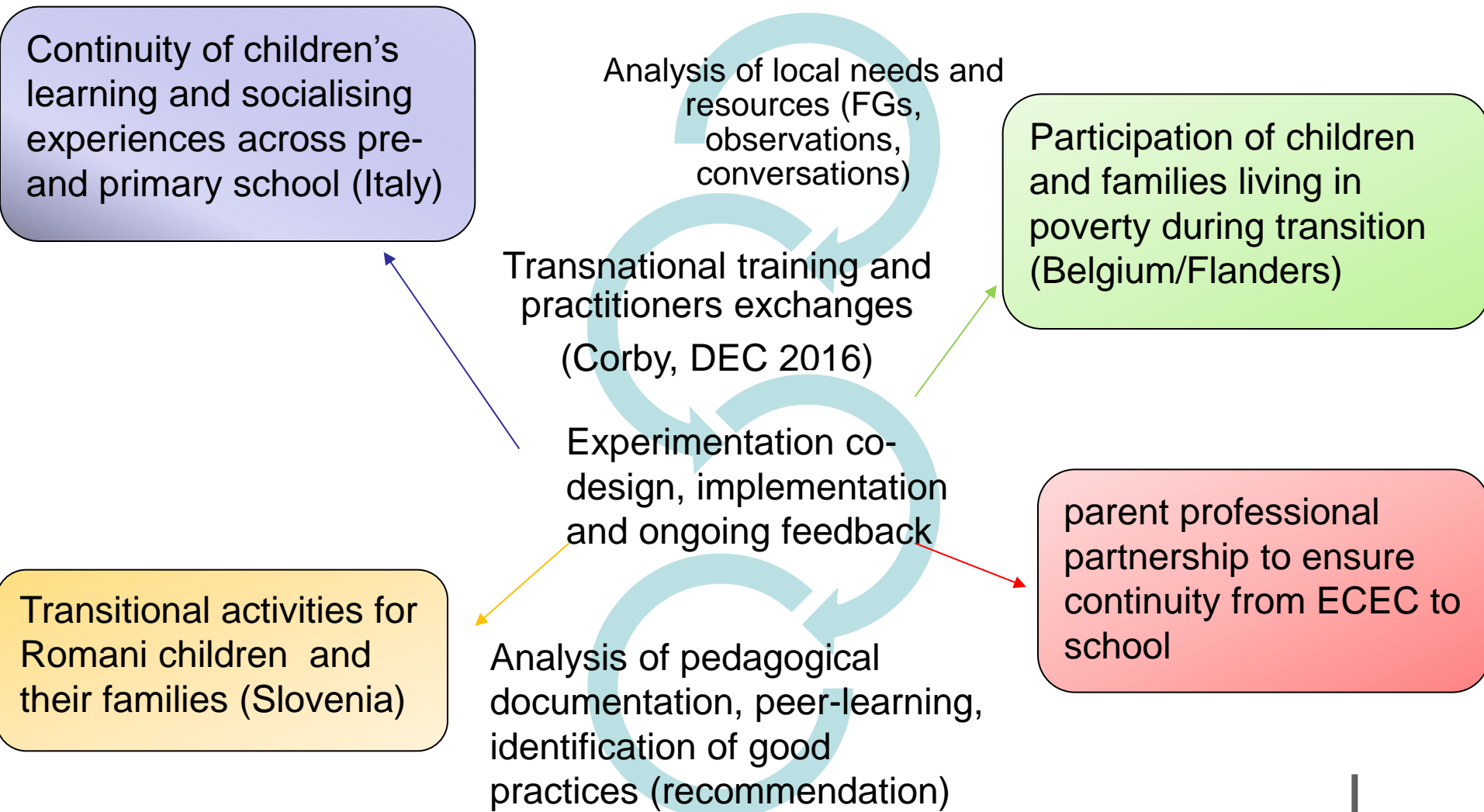
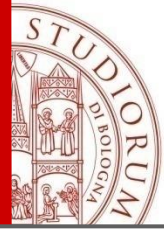
Participatory research approach involving all stakeholders (multiple perspectives): practitioners/teachers, children, families, community groups

Sustaining the empowerment of all actors involved starting from their needs and aspirations
(what matters to them about transitions?)

Recursive interaction between research and experimentation, between theory and practice

Peer-learning and reflection in groups
Pedagogical guidance

Participatory action research as shared framework

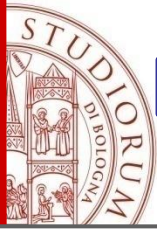




Our partners...

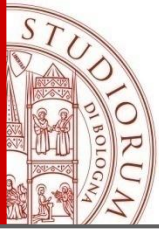


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Expected outcomes / processes activation

- ✓ **Sustaining children and families in transitions from one educational setting to another – as well as from a context to another – by taking seriously into account their views for improving existing practices**
- ✓ **Rethinking the relationship between ECEC and CSE from an 'INCLUSIVE PERSPECTIVE' which value diversity and welcome families' participation (also in primary school!)**
- ✓ **Creation of learning networks beyond the duration of the project for the dissemination of good practices at local level (sustainability over time) -> practitioners/teachers as trainers!**
- ✓ **Policy advocacy at local, regional, national and european level**



LOGO
START

Check out the project website for updates:

<http://start.pei.si>