

 Bezirksregierung Köln EU-Geschäftsstelle 	<h2>COURSE DESCRIPTION</h2>	  Education and Culture DG Lifelong Learning Programme
<b>Name of the course:</b> "Educational Transition" Initial training course for trainee pre-primary teachers and trainee Grade 1 teachers	<b>Early Years Transition Programme</b> 	<b>Institutions:</b> Archiepiscopal College for vocational training in cooperation with the Training College for primary school teachers, Cologne
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## Training

### Course description in the study programme:

The transition from early childhood services to primary school marks a significant change in the lives of children and their families. The goal of the course is to reinforce educational continuity at the interface between early childhood services and primary school by supporting children and their parents in this transitional process.

On the basis of the didactic concepts of the EC sector and primary school, common education concepts will be developed in order to initiate effective co-operation at both educational levels. Teaching materials in early literacy for co-operative teaching will be conceived, tested and implemented. This will promote an exchange of views of all involved in the educational process and document the individual pathways of each child at the beginning of lifelong learning.

### Aims: This four-module-course focuses on the following objectives:

- 1. Enhancing the effectiveness of transition through co-construction 15 hours**  
 by developing a cooperative approach to and resulting in a common understanding of education that can be adopted at both educational levels
  - Sensitisation - raising awareness for both teachers/trainers and students
  - Curricula framework, guidelines, didactic concepts of the EC sector and primary schools
  - Ecological transition - systems model (Bronfenbrenner)
  
- 2. Ensuring roles for the key actors at various levels - a developmental task 15 hours**  
 that is, to promote the involvement and exchange of views between children, parents and professionals in both sectors
  - Project management,
  - Co-operative practices with "feeders" (EC sector) and "receivers" (primary school) institutions
  - Co-operative practices with children and parents
  
- 3. Developing activities that support learning across the transition process 15 hours**  
 that is, developing inter-connecting curricula in early literacy and language practice with a holistic and participatory approach
  - Presentation of examples of successful initiatives and co-operative practices
  - Joint conception of inter-connecting curricula in early literacy in peer to peer groups
  - Focus on child's ability to cope with transition in an active and play-oriented way
  
- 4. Supporting socio-emotional well-being and cognitive achievements 15 hours**  
 which means assessing children's literacy competence and thus encouraging them to reflect on their own learning paths thus enabling them to become autonomous learners throughout life
  - EASE adaptation of the learning-stories-approach (M.Carr 2001) - a common base for discussion between both institutions children and parents
  - Learning how to learn including meta-cognitive approaches
  - Specific support for at-risk children including intercultural education
  - Support for gifted children

### **Pedagogical approach:**

- Symposium on transition: Cologne University of Applied Sciences
- courses within the regular curriculum at the Archbishopal College for vocational training and the Training College for primary school teachers, Cologne
- EASE courses: Peer to peer work, lectures, tutorials, workshops
- Examples of successful initiatives and co-operative practices
- A reading-pack with materials linked to specific modules and objectives will be prepared for this course
- Tuition: university lecturers, vocational school teachers and trainers, experienced educators in day-care centres and primary school teachers, mentors in pre-primary and primary provisions.

### **No costs for the participants**

## **Implementation**

### **Monitoring:**

The peer to peer groups (trainee educators and Grade 1 teachers) will test their **jointly conceived** inter-connecting curricula at their training institutions (early childhood centres and schools).

The implementation will be carried out in four steps:

1. The peer to peer groups inform the heads of their training institutions about attending the educational transition course and its objectives. The heads will ensure a flow of information to team members and staff and the guarantee acceptability of the project in its practical phase.
2. Parents, as experts on their children, will be informed about all project related processes at their children's educational institutions. They will monitor the transmission or publication of their children's documentations. Parents will also be involved in the project's evaluation.
3. The materials developed will be implemented in the "feeders" (day-care centres), and "receivers" (primary schools), evaluated and finally integrated into the institution's programme. The provider collects the results into a quality-development-profile containing numerous examples of good practice and practical procedures.
4. The testing phase will be monitored and co-ordinated by the university and moreover by vocational school trainers in order to avoid such risks as over-burdening staff or unnecessarily generating resistance to changes in an institution's programme.

### **Description of evaluation**

1. **Children:** Pedagogical documentation offers a chance to establish a common base for discussion between institutions and parents. The learning-stories-approach (Carr, 2001) will be used to evaluate children's progress in language and early literacy. The children will be exposed to increasingly complex patterns of reciprocal activity and be challenged by gradual shifts in the balance of power from the teacher to the learner. These shifts will reflect the children's growing ability to set their own goals, assess their own achievements, and thus assume responsibility for their learning.
2. **Parents, educators and primary school teachers:** a questionnaire will be administered to these target groups. The aim is to clarify the perceptions of the target groups regarding successful transition practices. The questions are open-ended allowing the target groups to express their ideas freely. The questionnaire will be administered twice, at the beginning and at the end of the project in order to find out how perceptions may have changed.

### **Certification**

The training institutions e.g. the Archbishopal College and Training College for primary school teachers will award a certificate to those in the peer to peer groups who have successfully participated in the Educational Transition course and who have successfully developed and tested the inter-connecting curricula at their training day-care centres and primary schools in order to enhance connectivity between both educational sectors and thus facilitate the transition for children aged 5 to 7.

### **Dissemination - Sustainability:**

Representatives of school boards and EC providers, trade unions, heads of schools, heads of EC centres and representatives of parents' associations will be informed at regular intervals about the progress of the project. Integration of the results into a quality-development-profile (handbook) containing numerous examples of good practice and practical procedures.

## **Bibliography:**

The following reading pack will be made available to the peer to peer groups:

- -Bildungsvereinbarungen
- -Schulfähigkeitsprofil
- -Erfolgreich starten ([www.Bildungsportal.de](http://www.Bildungsportal.de))
- Richtlinien und Lehrpläne Grundschule NRW 08
  
- Homberg/Obermeier, Perfekt im Plan, Kronach 07
- Ponte, Kindergärten und Grundschulen auf neuen Wegen, Berlin 08
- Netta, Griebel, Niesel, Nach der Kita kommt die Schule, Freiburg i.B. 08
- Klein, Vogt, Eltern in der Kita, Seelze 08
  
- Günther, In Projekten spielend lernen, Münster 06
- Blumenstock, Spielerische Wege zur Schriftsprache im Kindergarten, Basel 04
- Vom Kindergarten in die Grundschule, Berlin 08
  
- Leu et al, Bildungs- und Lerngeschichten, Berlin 07
- Pramling-Samuelsson et al, Spielend lernen, Stärkung lernmethodischer Kompetenzen, Troisdorf 07