



 Bezirksregierung Köln EU-Geschäftsstelle 	<h1>COURSE DESCRIPTION</h1>	  Education and Culture DG Lifelong Learning Programme
<b>Name of the course:</b>  Creating transition while focussing on individual resources and abilities	<b>Early Years Transition Programme</b>  	<b>Institution:</b> <b>Technical College for Social Education at the Vocational School of Nutrition, Social Affairs and Technology in Geilenkirchen</b>
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## Training

### Course description in the study programme:

New documentation methods are intended to be checked out upon their quality for noticing individual resources and abilities, while supporting the development of literacy abilities (pre-school age).

Three main aspects are in our interest:

- Learning stories as a documentation tool
- Early literacy abilities of children
- A new learning concept from Austria which offers support after noticing individual abilities (KLIPP-und-KLAR learning concept)

#### Learning stories:

The students of our college are familiarised with the basics of the concept. They learn how to use the method and practice with children. After this they evaluate the documentation tool and compare with other established methods.

#### Klipp und Klar:

“Regarding the transition from kindergarten to primary school, our vocational school focuses on the ‘KLIPP-und-KLAR’ learning concept by Mrs Professor Haberda. This learning concept is a unique method to get down to the root of learning problems and to facilitate learning. It implements new findings of learning research, brain research and stress research. This learning concept is taught in additional, independent modules for three years (one module per year).“ ([www.berufskolleg-geilenkirchen.de](http://www.berufskolleg-geilenkirchen.de))

The students of the technical college are familiarised with the basics of the concept.

This includes the examination of

- the most important learning tools
- the different ways of information reception
- the holistic learning with brain integration
- the influence of the visual and auditory system on learning

Furthermore, the students acquire competence and reliability in the implementation and evaluation of the school readiness test according to “KLIPP-und-KLAR“.

#### Early literacy abilities of children:

This aspect is always in our focus, while changing the frame conditions.

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

### **1. Enhancing the effectiveness of transition through co-construction**

A central goal of the “KLIPP-und-KLAR” learning concept is to facilitate the transition from kindergarten to primary school.

Mrs Professor Haberda herself formulates it this way:

“Joy and Success with Learning – A Program for the Harmonized Transfer Kita (child care center) - School Learning with joy and being successful at school is very much dependent upon how well children get started at school. The KLIPP and KLAR Learning Concept offers a procedure which prepares children for school by finding out the degree of their maturity and if he or she is ready to enter school; this can then be combined with a series of practical programs supporting the development of the child and making him or her ready for school.” (<http://www.iak-freiburg.de/kongress2009/referenten.html>)

Our students acquire the basics of the concept, field test it, and take it with them into their professional life afterwards.

### **2. Ensuring roles for the key actors at various levels - a developmental task**

Intensification of the dialogue between the specialists of both institutions, the children and their parents

- Local workgroup: exchange of information between educators and primary school teachers at municipal level (5 primary schools, 11 kindergartens)
- Discussion group: educators, teachers, interested parents; approx. 15 participants; once per month
- Study workshop “isi” (innovative ideas for school) of the district Heinsberg; lecture about the transition from kindergarten to primary school for teachers, educators, parents
- Further education of teachers at the Technical College for Social Education
- Instruction of students at the Technical College for Social Education

### **3. Developing activities that support learning across the transition process**

Development, field testing and embedding of cross-institutional learning projects, particularly in “early literacy”

As an example, the professional practical training be described here.

The trainee

- is in charge of a professional presentation of his concern / concept in the kindergarten (team) and in front of the parents;
- creates an education documentation with a child, carried out over six months by means of the data entry form of the “KLIPP-und-KLAR” concept with a particular focus on “early literacy”;
- self-reliantly carries out the implementation of this measure in the field of parental participation, public relations and team work;
- pursues the goals of EASE.

### **4. Supporting socio-emotional well-being and cognitive achievements**

On the data entry form, the learning tools which a single child can handle well and which are still in need of support are recorded and documented. In order to give the child a sense of achievement, an immediate remedy is provided by means of those learning tools which it can handle well. Simultaneously, it is documented which individual support concept is needed by the child to ensure a

trouble-free transition from kindergarten to primary school. The Parents are always involved in this process of development. In addition, this documentation is made available to the future primary school teacher in the framework of the collaboration between kindergarten / primary school.

#### **Pedagogical approach:**

- Courses in the lower and upper grade as well as in the professional practical training for the teaching of the necessary basics
- Field testing and implementation in the framework of the practical trainings in lower and upper grade as well as in the professional practical training
- Mentoring of the field testing and implementation in the framework of the practical trainings in lower and upper grade as well as in the professional practical training. This mentoring is carried out by employees of the vocational school which have been qualified through corresponding courses.

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

## **Implementation**

#### **Monitoring:**

According to the status of teaching in lower grade, upper grade and professional practical training, the students prove the skills they acquired by

- working on the data entry form in pairs
- completing the respective course with an exam
- developing methods of immediate remedy and applying learning strategies
- developing support concepts
- field testing the data entry form with a child in private surroundings
- field testing the data entry form with a child in a social-pedagogic institution
- respectively developing immediate remedies and support concepts
- working in the professional practical training as described under "Developing activities that support learning across transition process"

Qualified teachers acting as mentors support this work, provide feedback by commenting and evaluating work results and observe the students' practical work with the children.

The employees of the social-pedagogic institutions are informed about the intended activities at mentors' meetings and on-site discussions and are actively included as far as possible and necessary.

Parents, as experts on their children, will be informed about all projekt related processes at their children's educational institutions. They will monitor the transmission or publication of their children's documentations.

The mentoring teachers are further qualified and regularly discuss the development of the work.

The written training materials are already regularly available to the school and the students, are tested for their practicability and are refined.

#### **Description of evaluation**

At first, written tests serve the purpose of testing theoretical knowledge.

In practice, the practical application of the questionnaires for the rating of the individual learning progress of children and adolescents follows (written fixation).

The practice is accompanied by visits of the teachers, who secure the results in form of an advisory report.

Finally, the evaluation and possible correction of the work in the course takes place semi-annually, whereupon the results are secured by protocols.

**Children:** the trainee creates education documentation with a child, carried out over six months by means of data entry from the “KLIPP-und-KLAR” concept with a particular focus on “early literacy”. The mentoring teachers are further qualified and regularly discuss the development of the work.

**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**

After the successful completion of their training, the students receive a corresponding certificate.

### **Dissemination - Sustainability:**

The “KLIPP-und-KLAR” learning concept is a distinguishing component of our training of educators at the Vocational School Geilenkirchen. Thus, the work described here will not be completed with the field test in the framework of EASE, but will rather be enhanced and improved. Additionally, further forms of collaboration with social-pedagogic institutions and primary schools will be established.

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