



 Bezirksregierung Köln EU-Geschäftsstelle 	<h1>COURSE DESCRIPTION</h1>	 Education and Culture DG Lifelong Learning Programme 
Name of the courses: Initial Training BP Lernwerkstatt IB In-service Training	Early Years Transition Programme 	Institution: Archiepiscopal College St. Ursula Eiskellerstr. 11 40213 Düsseldorf Tel 0211/322394 Fax 0211/322397
Authors: Peter Wertenbroch, Ute Schumacher, Nicole Zoltek Translation: Katrin Al-Dilaimi, Ingo Küpping, Danja Mattle		Contact hours: 5 Training: 65 Implementation: 50

Training

Course description in the study programme:

"Education begins in the instant of birth" (G. Schäfer). Thus, at the time of transition from early childhood services to primary school, children are already situated in a continuity of a *learning/educational* process, which has started a long time ago. However, parents and children very often experience this transition rather as a sharp interface than a transitional process.

The aim of this course is to secure the educational continuity at the interface between early childhood services and primary school. Based on a "secure attachment" (M. Ainsworth) this will take place holistically in interdependent areas of education such as emotional and motivational learning, mathematical and scientific thinking, psychomotor domain, social and cultural learning, moral development or religious and ethnical development of the world view. We focus on the productive development of speaking and early literacy in various areas.

With the aim of achieving a common understanding of "education" on the part of educators and primary school teachers it is necessary to intensify the exchange of information and to initiate common projects.

In order to enhance the students' competence in the focused-on-action learning process the following interdisciplinary teaching sequences have been planned and partially implemented:

- *Didactic Workshops:* writing and language acquisition workshop as well as mathematics and physical sciences (Lernwerkstatt n. Freinet)

In addition to the existing seminars the following EASE learning modules are being developed at the moment and will be offered in the future:

1. Institutional and legal bases

for the transition from early childhood services (EC-sector) to primary schools, especially with regards to NRW as well as the dealing with the means for the educational agreement

- KiBiz
- Law of School
- Educational agreement
- School aptitude profile

2. Documentation of education in EC

- perceptive and discovering observation/ monitoring (agreement on education NRW)
- Portfolio – concepts
- Learning stories approach (M. Carr)
- standardised instruments of observation/ monitoring in order to classify language levels (e.g. Sismik, Seldak)
- Screening Delphin 4

3. Early literacy

- Knowledge of language, reading and writing development in the process of transition
- Conceptions
- Methods
- Consideration of children with a migratory background

- Support of children with deprived backgrounds or uneducated families
 - Critical analysis of self-contained training and learning programmes
 - Activities for the practical implementation
4. Formation of language with regard to mathematical and scientific thinking
- Knowledge of supporting mathematical abilities in the process of transition
 - Conceptions such as *Land of Numbers, Mathe Kings and Queens*, etc.
 - Methods
 - Special attention to the formation of language with regard to mathematical and scientific thinking
 - Visiting early childhood services and primary schools in order to teach best-practice-models
 - Dealing critically with self-contained programmes for learning and training
 - Activities for practical implementation
5. Cooperation with parents (“educational partnership“)
- Leading / conducting an advisory conversation
 - Conceptual talks (auch hier wieder: conversations) with primary schools
 - Consideration of the theoretical bases of parents with a migratory background
 - Theoretical analysis of the transitional achievements following the systemic approach
 - Parents' evening and developmental talks before enrolment
 - Activities for practical implementation
6. Quality standards and quality assurance
- Critical reflection on the further development of the individual approach
 - Repetition and training of acquired competences of presentation techniques
 - Continuation of the project and preparing a presentation
 - Development of quality standards for the transition of young learners from EC sector to primary schools including the implementation of the standards in the conception of early childhood services to primary school
 - Development of supportive structural characteristics for the transition
 - Critical reflection on the existing conception of the EC and, in the need of improvement, further development of quality standards

Pedagogical approach:

- Activities for practical implementation
- Students' participation in advanced training (Hanke, Hoenisch, Kett)
- EASE Courses
- Collegial intervision
- peer to peer visits in the institutions
- lectures
- students' reports
- roleplays
- practical exercises
- learning workshops („Lernwerkstatt“ n. Freinet)
- self- study, readers, internet research
- pay visits to primary schools

No Costs for the participants

Implementation

Monitoring:

Steps of implementation in the internship at the nursery schools:

- Development of a training schedule in coordination with the institution and St. Ursula vocational school. This training schedule contains an EASE-timetable.
- Passing on of information to parents and primary schools
- Analysis of the actual state of affairs and a rough draft of outline proposals

- Coordination and execution of the project in cooperation with the representatives of the primary school, the team and the parents
- Mentors/ teachers of St. Ursula vocational school support the trainees by counselling interviews at school and paying visits at the individual institutions
- Students visit each other at their institutions

Description of evaluation:

- Children: documentation of individual state of education containing the child's involvement
- Parents, educators and primary school teachers: questionnaire before starting and after ending the project
-

Certification:

A certificate will be awarded to those students who

- have participated in the six seminar courses (modules) of the internship at the nursery schools
- have successfully put a project for the transition into action
- have given presentations
- have participated in additional advanced training (internal and external)

Dissemination - Sustainability:

During the time of EASE-project, a culture of cooperation, in the areas of content and structure, between the child and youth services on the one hand and primary schools on the other hand is supposed to be developed from the collegial cooperation between the sectors and primary schools. For instance, the constant exchange of information on the current concept development, the mutual payment of visits by pedagogical specialists of both sectors, common information events for parents, common activities in city districts and common advanced trainings can lead to this.

On the part of the school the staff's competences concerning the topic of transition will be extended at conferences and collegial sitting in on classes and visits.

Even after the end of the project, the curriculum will anchor content and methods and collect exemplary learning situations. ("Didaktische Jahresplanung")

Examples of a successful practice resulting from the lessons at St. Ursula vocational school and from the institutions will be integrated into the handbook of the EU branch office Cologne.

Constant exchange of information on the topic of transition will be secured within the advisory board of St. Ursula vocational school and representatives of child and youth services from childhood services and all-day schools.

Bibliography:

Zu 1:

- Bildungsvereinbarungen
- Erfolgreich starten (www.Bildungsportal.de)
- Richtlinien und Lehrpläne Grundschule NRW 08
- Schulfähigkeitsprofil

Zu 2:

Bostelmann, Antje (Hg.) Das Portfoliokonzept in der Grundschule. Individualisiertes Lernen organisieren. Verlag an der Ruhr, Mülheim 2006

Bildungs- und Lerngeschichten, Bildungsprozesse in der frühen Kindheit beobachten, dokumentieren und unterstützen, Deutsches Jugendinstitut, verlag das netz. , Berlin 2007

Bildung sichtbar machen, Von der Dokumentation zum Bildungsbuch, Hrsg. GEW, verlag das netz, 3. Aufl. Weimar/Berlin 2008

Das Portfolio im Kindergarten, Ein Entwicklungstagebuch, geführt vom Kind und seinen Entwicklungsbegleitern, Hrsg. Ministerium f. Bildung, Familie, Frauen und Kultur des Saarlandes, verlag das netz, Weimar/Berlin 2008

Beobachtung und Dokumentation in der Praxis, Arbeitshilfen zur professionellen Bildungsarbeit in Kindertageseinrichtungen nach der Bildungsvereinbarung NRW, Arbeitsgruppe Professionalisierung frühkindlicher Bildung (Hg.), 2. Ausgabe ; Wolters-Kluwer ; 2006

Gründler, Elisabeth C., Rohstoff Intelligenz, Frühkindliche Bildung, Cornelsen Verlag, Berlin 2008

Kinder bilden Sprache-Sprache bildet Kinder
Sprachentwicklung und Sprachförderung in Kindertagesstätten. 2009/MGFFI 1077

Ulrich, M. u. Mayr, T. (2006) Seldak Sprachentwicklung u. Literacy bei deutschsprachig aufwachsenden Kindern (Beobachtungsbogen und Begleitheft). Freiburg, Herder Verlag

Ulrich, M u. Mayr, T. (2003) Sismik Sprachverhalten und Interesse an Sprache bei Migrantenkindern in Kindertageseinrichtungen (Beobachtungsbögen und Begleitheft) Freiburg Herder Verlag

www.delfin4.fb12.uni-dortmund.de

Zu 3:

Blumenstock, Leonhard. Spielerische Wege zur Schriftsprache im Kindergarten, Beltz Weinheim 2004

Brügelmann, Hans, Kinder auf dem Weg zur Schrift, , Libelle Verlag CH, 9. Aufl. 2008

Brügelmann, Hans/ Brinkmann, Erika, Die schrift erfinden, Libelle Verlag CH, 2. Aufl. 2005

Dehn, Mechtild, Kinder und Lesen und Schreiben, , Klett/Kallmeyer Verlag, Seelze, 2007

Groot-Wilken, Bernd/ Kaseric, Tanja, Sprechanlass Alltag, Cornelsen Verlag, Berlin 2009

Jampert, Karin; Leuckefeld, Kerstin, Zehnauer, Anne; Best, Petra Sprachliche Förderung in der Kita: Wieviel Sprache steckt in Musik, Bewegung, Naturwissenschaften und Medien, Das Netz, Weimare u.a. 2006

Zink, Petra; Fink, Michael; Bell, Benjamin; Bortelmann, Antje (Hg.) Vom Zeichen zur Schrift: Begegnungen mit Schreiben und Lesen im Kindergarten. Beltz; Weinheim 2005

Zu 4:

Friedrich, Gerhard ; Bordihn, Andrea
So geht's – Spaß mit Zahlen und Mathematik im Kindergarten Sonderheft der Zeitschrift 'Kindergarten heute', Herder ; Freiburg ; 2003

Friedrich, Gerhard ; Galgoczy, Viola de ; Schindelbauer, Barbara, Zahlenspiel und Zahlenspaß Herder Freiburg ; 2006

Hoenisch, Nancy ; Niggemeyer, Elisabeth
Mathe-Kings : Junge Kinder fassen Mathematik an, verlag das Netz ; Weimar/Berlin; 2004

Spiegel, Hartmut/ Selter, Christopf, Kinder und Mathematik, Klett/Kallmeyer Verlag, Seelze, 5. Auflage 2008

Zu 5:

Carle, Ursula; Samuel, Annette. Frühes Lernen -Kindergarten und Grundschule kooperieren, Kindergarten und Grundschule gestalten den Schulanfang, Schneiderverlag, Hohengehren, 2. Aufl. 2008

Delfin4-Sprachförderorientierungen. Eine Handreichung. Baustein Elternarbeit
MGFFI 2008

Griebel, Wilfried, Niesel, Renate, Transitionen, Beltz Verlag, Weinheim/Basel 2004

Zu 6:

Bildungsarbeit mit Kinder: Lernen Ja – Verschulung Nein, Verlag an der Ruhr, Mülheim/Ruhr 2006

Grundschule in der Entwicklung, Hrsg. Hanke, Petra, Waxmann Vlg., Münster 2006

Günther, S., In Projekten spielend lernen. Pädagogische Kompetenz. Grundlagen, Konzepte und Methoden für erfolgreiche Projektarbeit in Kindergarten und Grundschule, Verlag Ökotopia

Ponte. Kindergärten und Grundschule auf neuen Wegen“, Hrsg. Ramseger, Jörg/ Hoffsommer, Jens, verlag das netz, Weimar/Berlin 2008

Schäfer, Gerd E. (Hg.) Bildung beginnt mit der Geburt: Ein offener Bildungsplan für Kindertageseinrichtungen in NRW. Beltz; Weinheim 2. Aufl. 2007

Hanke, Petra, Anfangsunterricht, Leben und Lernen in der Schuleingangsphase, Beltz Verlag, Weinheim/Basel 2. Auflage 2007