

What's up in education
New models for future pre-school services

Job Shadowing Observations



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...during and after the experience

What we observed

...The observations collected during the Job Shadowing experiences (in Sweden, Italy and Slovenia) divided into 4 focus areas

About...

1 Families involvement



▪ How much families have access to the service

In Slovenia: Families, during the reception in the morning, are on the **doorstep**, do not enter in section because they have shoes but, at the same time, if they would like to enter, know they have to take off their shoes. It's a form of **respect**.

Families can access the school at any time of the day to spend with the children.

▪ Communication between teachers and families

In Sweden: Teachers send e-mails for organisational communications and publish photos of children experiences on Facebook in real time every day.

What we observed

About...

1 Families involvement



▪ How families participate

In Slovenia: strong parents' collaboration not only during the activities (parties, workshops,...) but also in the moment of tidying up.

In Sweden: very relaxed parents, **very fluid communication** and **"easy" and "friendly" relationships**. Teachers are very calm and **less anxious**. Families are trust teachers, so they're relaxed.

▪ Involvement of the whole community

We couldn't observe this aspect.

What we observed

About...

2 Service organisation



▪ Spaces

In Sweden: very cosy and “warm” spaces; attention to small details. Spaces organisation is very efficient for the presence of different rooms. **Small rooms/spaces** support children autonomy because the children choose which space/room to go and stop. Use of **soft and relaxing lights**. In 1 preschool there aren't sections, but well organised and well designed spaces able to accommodate groups of autonomous children. Relation with outdoor environment is very familiar and friendly. Rooms for teachers are very cosy and homely: it's very good for adults wellbeing during the day.

In Slovenia: very small but, at the same time, really cosy spaces; great tranquility and fluidity also during the transition moments. The sections are structured by centers of interest. The **bathroom outside** is very useful.

What we observed

About...

2 Service organisation

- **Daily schedule (e.g. routines organisation)**

Both in Sweden and in Slovenia, much flexibility and fluidity during routines.

In Sweden: daily organisation takes into account the timetable of attendance schedule of children.

The lunch takes place in a **very "relaxed" atmosphere** with **slow and soft times**. Children have chance to handle food: idea of **"long-day-learning"** without difference between educational activities and routines/transition moments. Teachers eat with children: very good practice.

There aren't inside spaces reserved for children rest. Children sleep outside and their families decide how much they can sleep filling out a rest-schedule.

In Slovenia: care in/of lunch time given by **plants and candles on the tables**. The lunch schedule depends on the age of children's groups. For sections of oldest children the lunch is around 12.15, therefore **very long time is available for the morning experiences/activities**. Much fluidity and a lot of situations happen at the same time and in the same space, in a **relaxed atmosphere**.



What we observed

About...

2 Service organisation

- **Children autonomy**

Both in Sweden and in Slovenia very autonomous children.

In Sweden: children can choose autonomously which room/space to go and play. Younger children too are very autonomous during the lunch time; they can wait (quite long waiting times).

In Slovenia: real chance for child to do things autonomously (dressing-undressing, brushing teeth, using knives, ...). Teachers **trust** children and support their autonomy through concrete actions. Less need of adult control!

During the lunch, **children help themselves** to the trolley/table laden with food.

- **Chances and opportunity of choice for children**

In Sweden: children can choose to be barefoot or with socks. At lunch time, children can choose what to take from the “buffet”. Children can choose if and how participate to activities/proposals: they can only watch, there’s a place for everyone.

In Slovenia: during the rest, children who don’t want to sleep are awake on the bed.



What we observed

- **How children join in groups during the day (e.g. according to specific activities, interests/curiosities, age...)**

About...

2 Service organisation

In Sweden: teachers are **cooperative and interchangeable** able to take care of the different groups of children. Three days per week are dedicated to project activities, two days are not-structured. In a preschool, without sections, children join in groups according to their choice of space/room where they decide to go and experience.

- **Characteristics of teachers group (interaction approach, working time, skills, tasks, documentation, training courses,...)**

In Sweden: teachers **speak softly and lowly**. Very effective **use of AAC (Alternative Augmentative Communication)** towards all children.

In Slovenia: teachers' skills are used to organise **internal training courses** for the teachers of the same preschool. Teachers' relational approach is **tender and physical**: teachers hold in arm also older children (5-6 years old) and male teachers make beautiful braids to girls.



What we observed

About...

3 Gender issues

- **Educational proposals and activities**

In Slovenia: we didn't observe particular proposals or activities, but it's the **context/environment to be "facilitating"** for the presence of male teachers, with very delicate and sensitive ways. It's a choice of the school to have a percentage of male teachers.

4 Inclusion

- **Inclusion of children with disability**

In Slovenia: it's provided a **teacher with specific skills** for several schools that offers support and advice to other teachers for activities, observations, evaluations,...

Ideas and feedback

...during and after the experience

"It was a beautiful experience for many reasons: to observe different situations and cultures, to bring home other points of view and to open up to new ideas. It was a bit challenging but it was worth it!!"

"It was very challenging for my skills of language understanding, but certainly exciting and interesting to open mind to new points of view. It's beautiful to be able to enter unexplored fields and to see other ways and possible worlds!!"

"The warm and positive atmosphere encouraged deep thoughts and engaging meetings!!"

"A very nice autonomy of the children...to see with my own eyes give me the opportunity to understand better...I reflected on several aspects and habits..."

"I was impressed by the practice to sleep outside...the first day I was much worried and anxious...How could I hear children were crying or were waking up?? Fortunately the teachers reassured me!"

"Amazing welcome...we met very enthusiastic and collaborative colleagues. Seeing and knowing other educational contexts will help us to move new ideas and possible changes...It was a wonderful experience of strong sharing and exciting comparison"

"About freedom and chance of choice...We went for a walk with the children...someone was sleeping on the stroller, someone was eating, others were chatting... very interesting!!"

Team work...



***"THE SECRET:
do good work
and share it
with people!"***

Austin Kleon

