


# NEW MODELS FOR FUTURE PRE-SCHOOL SERVICES




## New models for future pre-school services

This project has been part of the Erasmus+ programme, that is the EU's programme to support education, training, youth and sport in Europe.

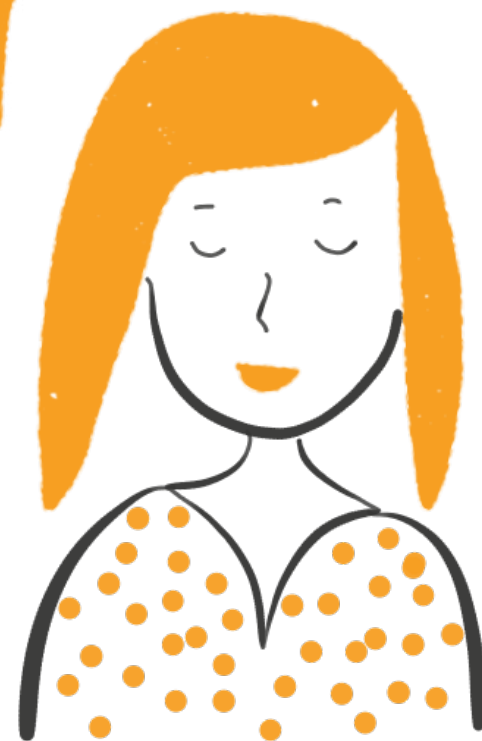
The general goal of the project was to **improve Early Childhood Education and Care (ECEC) organisational and governance models through the exchange of experiences and good practices** between the partners involved (pre-schools in Italy, Slovenia and Sweden) The partners represent different ECEC government and organisation examples.



I was impressed by the practice of sleeping outdoors... the first day I was very worried and anxious... How could I hear if the children were crying or were waking up? Fortunately, the teachers reassured me!



It is great that so many men work in these preschools. They have small spaces that they use in an incredibly conscious manner. These small spaces also make the teachers fully aware of everything that happens to the children... the teacher is incredibly present.



The trust in children and their abilities was an incentive, with which I returned to my own department and successfully integrated changes into it... Both in the organisation of space and time, as well as in the pedagogical work itself.



They do a great job!!! Many new thoughts and insights, such as how they have built close and committed cooperation with parents and relatives, and how they have a clear introduction before the child begins preschool.



What's up in education was focused on two main topics:

**organisational solutions that can improve ECEC services** and contribute to increase access

**practices that can improve Families and community participation** in the life of pre-schools services

The main activities experienced during the project (Transnational meetings, Job shadowing, Local seminars) enable partners to share their own best practices and transfer and experiment some of them into their own communities.

## SERVICES ORGANISATION



### CHILDREN AUTONOMY

#### Keep in mind to...

Promote children autonomy during routines and transition moments (lunch, sleeping time, washing, getting dressed...)

Organise spaces and use materials that promote children autonomy

Promote free play to support the learning process

Have spaces regulated and managed by children

Promote learning by doing: giving children the real chances to try, try again and experiment by themselves

#### Try this!

Self-service during lunch: children can choose what and how much to eat, they take food by themselves

Mixed age groups

Allow more and slower time to children during transition moments

Use by children of different strategies (billboards, photos of children...) to "regulate" access to section spaces, so that children and teachers know how many children are playing in a space.

### OUTDOOR ACTIVITIES

#### Keep in mind that...

You can go outdoor in any season and any weather: there is no bad weather, only inappropriate clothing

Nature is a learning environment where children can acquire different skills

Outdoor also means educational opportunities network in the local community (library, children library, museum, educational farms, wood,...)

#### Try this!

Have a toilet outside, in the garden

Let children sleep outside

Equip children well during outdoor activities (boots, waterproof coats, technical clothes...)

Let children experience nature-immersive activities (walks in the wood, playing with natural materials...)

### ENVIRONMENT

#### Keep in mind to...

Build an enjoyable atmosphere for everyone

Use open and recyclable materials, from plastic to natural

Use children friendly materials

Build an inclusive and child friendly environment

Take care of adults' wellbeing

#### Try this!

Create cosy and welcoming spaces and a "warm" atmosphere, using relaxing and soft lights, tablecloths and plants

Sound isolation

Set up centres of interest, do not overcrowd spaces

Have comfortable spaces reserved for teachers

Use of different communication strategies and approaches

Use of "alternative communication" to describe the daily organisation or specific activities. A kind of "scaffolding" to support autonomy and to promote language competence of all children

## FAMILIES PARTICIPATION



### SUPPORTING FAMILIES PARTICIPATION

#### Keep in mind to...

Involve families in extra-school activities

Promote a family friendly environment

#### Try this!

Guidelines for families and teachers for a "good cooperation"

Training activities for teachers and families together (participatory projects, training meetings,...)

Association of families and citizens interested to improve the quality of ECEC services

### WELCOMING FAMILIES

#### Keep in mind to...

Try flexible access to ECEC services, closer to families needs

Consider families as resources

Have a trustful and professional approach to families

#### Try this!

Families meeting

Breakfast together at school

Playing workshops

Individual interviews

Organize trips into nature

Enhance families' skills, talents and careers

### COMMUNICATION & DOCUMENTATION

#### Keep in mind to...

Support different communication strategies

Share and show the educational experience in various ways

#### Try this!

Different tools and materials to document educational activities and learning process:

Weekly-monthly letter for parents

Documentary walls

Videos

Publications

Exhibition panels

Diaries

Materials created by children

# Good & PRACTICAL IDEAS