

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

Job Shadowing Observations



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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 - From 6 am to 17 pm (9 h max)

In Italy - in general 9-16, but for an extra fee service from 7:30-9 or 16:00-18:00, But here the parent needs a working certificate.

What we observed

▪ Communication between teachers and families

Slovenia

Teachers say it is important to be clear at the beginning - before schooling, when the teacher and parents meet without the child. Teachers tell how they work and what expectations they have on their parents. Parents fill in an application form Rights and duties - present this before the child begins.

The teacher "scans off" the parents expectations at preschool - so they know where to begin. Clarity of what the preschool stands for. Their task is also to educate the parents. Introductory time is also a lot about the parents' introduction - creating trust. The schooling can take 3 days to three weeks - depends on the child (and the parent)

Contract is written when the parents and the child start at the preschool. It also contains a health check. The contract states what obligations and rights the parents have. As well as current "facts" about the child. - What the child likes and dislikes. This is updated every year - it may change.

Different homework to the families.

Families from other nations are invited to come and tell or read a book, sing some songs from their "country".

Parents are sewing clothes for carnivals.
Parents also perform theaters and workshops.

Portfolio book or short description of what has been done during the day / week.

Educators must plan and evaluate daily what the children should and have been involved in in the pre-school.

At least three development talks per year.



What we observed

Italy

Preschools invite to development talks, parental meetings.

- A display of photos from the activities is available in some preschool's.
- So also bulletin board, whats up group.
- Sms group to share info parents between were in some preeschools. Documenation walls, photos and films were used to show the activity.
- Daily contact with parents at leaving and retrieval.
- Parent meetings for 3: year-olds in the autumn are very important then informs about how to work - rules - purposes - parents are invited to discussions to decide on certain things. Now parents representatives are elected to a parent council that has a great influence over the business and communication preschool - parents.



What we observed

- **How families participate**

- Slovenia

Invite to contribute their profession or hobbies, knowledge.

- Italy

Teachers invite to work evenings, Christmas eve, parental breakfast where the money goes to the children, parents invite for study visits e.g. to the vineyard, farmhouse,...

- **Involvement of the whole community**

- Slovenia

Atlets, dentists,cultur – theater

- Italy

Visit to the library, museum, excursions to WWO, farm, rice cultivation, factories, cheese factory, for example. Study visits take about 2-3 times per year.

About 7 years ago, pre-school courses had been convened with parents in outdoor learning to make them more positive for expulsion.

What we observed

About...

2 Service organisation



▪ Spaces

Slovenia

Small spaces that they fully utilize.

Available material that the children can pick up themselves. But we did not see that they did - they played / used the material the teachers picked up.

The pedagogues work in stations with different materials where the children can group themselves according to their choice, but also based on the teacher's choice.

The children are incredibly skilled in cleaning up the material.

Warm and loving relationship with the children, where they support the children with little gestures and few words.

The children have incredible patience, at the food, toilet and pot visits, dressing, hand washing and stations.

In some places - not so much things(project)- there are recycled materials - as they play with great interest and endurance.

The educators have full control and read "what the children are signaling" - they know whether it is necessary to stimulus, to movement or to rest.



▪ Spaces

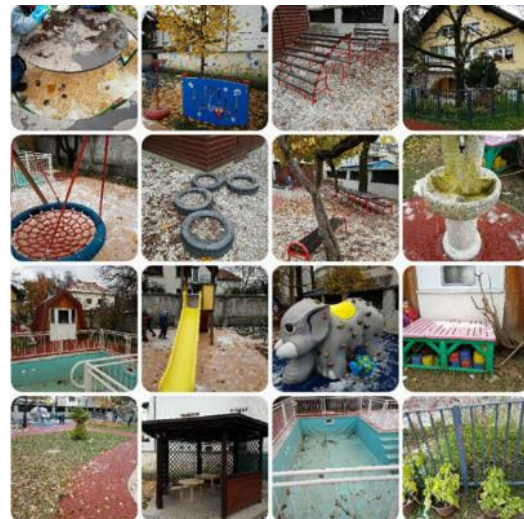
Slovenia

Outdoor

For the youngest children at one preschool – not so much “to do” outdoors.

We are wondering how much the children are outdoor - the children did not have so much clothes - what we see is that not all groups are out every day.

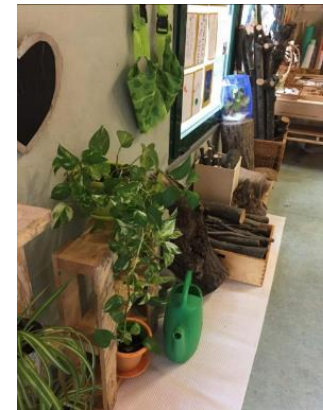
Great focus on spice gardens - outdoor environment that stimulates the senses - through natural materials and plants. Walking with the purpose of training traffic skills, or visiting nearby playgrounds.



Italy

Material on shelves - both for children to reach but also not available.

- Low table. A large room for the play material, a large room for beds - combined with home furnishings and mattress. Overhead, Lego, building corner and library. Some clothes for outfit, Studio for painting and natural science and exploration.
- "room for movement" - to encourage movement versus concentration - cognitive thinking.
- "Square" - beautifully-potential-not so used in some preeschools



- Outdoor environment - very varied. Not so much material. The gardens have a lot of potential, very green and lush. The kids happy. Peter Pan - richer material. Planting of flowers.
- Working out with the learning environment is a development area.

What we observed

▪ Daily schedule (e.g. routines organisation)

Slovenia

A teacher (7:30 - 15) + a teacher assistant (opens and closes) in each group.

Preschool opens at 6:00

Breakfast at 8:00

9:00 meeting with the children with controlled content.

After that different stations with materials that the teacher picked up,

10: 00-11:00 new stations

11:00 reading

12-13 lunch

13-15 rest

ca.15:00 snacks

16.00 units are together

17:00 Preschool closes

Italy

Teachers' working hours

• 7.30-13

• 9-16

• 16-18 (here students or persons without teacher training work)

Preschool opens at 7:30 but most children arrive at 9:00.

9:00 to 10:00 play at the units,

10-11 planned activity, inside or outdoor,

11:00 meeting with the children before lunch

ca.11:30 to 12:30 lunch

13-15 rest

about 15:00 snack

16:00 most children go home

18:00 preschool closes

What we observed

▪ Children autonomy

Slovenia

Very clear organization and routines.
The children pick up and remove the material themselves.
Good at put on clothes and slippers themselves.
Material that they can take for themselves.

Italy

- 2-3 year olds took on slippers themselves.
- Went on the toilet itself.
- Some children 2-3 had the choice to eat and sleep at another department.
- The children were good at picking up the toys they used afterwards - respect for their friends.
- Elective board (at a preschool) - where the children could choose what they wanted to work with



"I can only say that this exchange has been absolutely amazing. So nice to have a visit from another country and get exchanges of experience. After that having the opportunity to come to these educators' work and country to see and experience how they have it, it's absolutely wonderful"

What we observed

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

Slovenia

Clear division between teacher and assistant regarding tasks.

The teacher plans and teaches. They expressed great awareness about the children's skills and if something needed training, it was included in the whole group, for more children. The assistant helps prepares materials, picks up lunch, setting tables, retrieves snacks.

A very well-functioning collaboration between teacher and assistant.

A very loving climate between teachers, assistants and children.

Italy

Clear division between teacher and assistant regarding tasks.

The teacher plans and teaches. The assistant helps prepare material.

Kitchen and cleaning staff are responsible for everything with food and cleaning.

A very well-functioning collaboration between teachers, assistants and other staff.

A very loving climate between teachers, assistants and children.

What we observed

About...

3 Gender issues

- **Materials**

They consciously work to make no difference. Like us, neutral materials, all children use everything.

- **Use of spaces**

No difference for boys and girls, as we saw, whether in Italy or Slovenia.

- **Educational proposals and activities**

We saw and experienced no difference, in neither Italy nor Slovenia.



What we observed

About...

Inclusion

▪ Inclusion of children with disability

Slovenia

They often work with more children where these children are included and any exercises are done in a group.

Materials that may be intended to train certain skills in any child are also offered to others so that no child is "pointed out".

Special educator can work one to one or in groups. (Individual children can get up to 3 hours a week)

Italy

Assistants and the child were included in the children's group.

They often work with more children where these children are included and any exercises are done in a group.

The speech therapist comes out to preschool.

▪ Inclusion of foreign children

Parents came and read literature from the country, told about specific clothes or anything from that country, showing different food cultures.

▪ Teachers' approach to promoting diversity

Natural part of preschool.

Working with the family as a focus meant that diversity became clear and current in a natural way.

Building self-esteem - the child can be self-important.

Ideas and feedback

...during and after the experience

*“Good to spend the whole day working in their kindergartens. They do a great job !!!
Many new thoughts and insights, such as how they have close and committed cooperation with parents and relatives, and how they have a clear introduction before the child (the family) begins preschool”*

*“Everyone I met was nice and tried to do their best to give us so good insight as possible, despite differences in language. With body language you come a long way !! 😊
I feel that the observation card was good to have in order to focus and look at the different focus areas involved in job shadowing”*

“Great that so many men work in these preschools.

Small spaces that they use in an incredibly conscious manner.

These small spaces also make the teacher fully aware of everything that happens to the children - the teacher is incredibly present.

Great commitment from the parents. The teachers take care of the parents' skills.”

*“ Warm and welcoming atmosphere.
Nice respect between children-children, between educators, and the children to us new educators.
Very readable and knowledgeable about several areas, of learning of course, but also of the physical development of the child's body ”*

“I felt so welcome by the educators and the children and the parents, it felt that they were preparing everyone for us to come.

Very interesting to get acquainted with their preschools and I became very inspired. Parents' involvement, reuse of natural materials and how they involved the parents in project work. Preschool was very good at using the square meters that they had.”

“Very well organized, and very nice treat when we got to the different preschools... Maybe a bit too much program, everything was nice but not so much time for recovery... On the whole very positive, would do this again if I had the opportunity!”