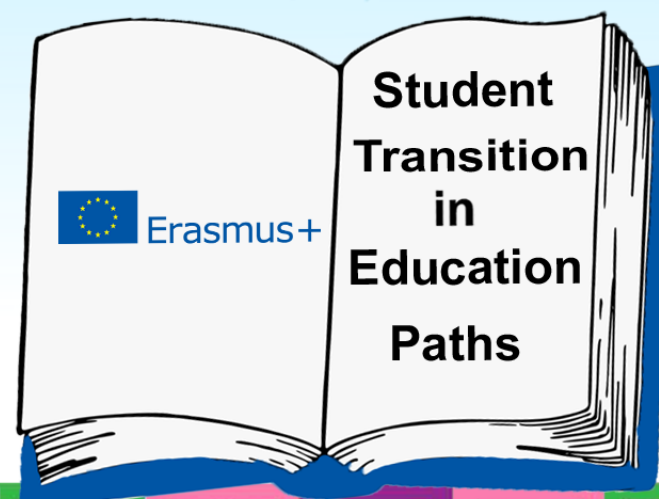


**eBook:**  
**"CHILDREN'S COMPETENCES  
NECESSARY TO ATTEND PRIMARY  
SCHOOL"**





## **PROJECT**

### **STUDENT TRANSITION IN EDUCATION PATHS**

**(S.T.E.P.)**

**Agreement Number: 2019-1-EL01-KA201-062484**

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*"STUDENT TRANSITION IN EDUCATION PATHS"(S.T.E.P.),*

*which is realized with the support of the Erasmus + program.*

*The project is implemented in partnership with:*

**Applicant Organization: Directorate of Primary Education of Thesprotia, Greece**

**Partner Organization:**

**Kindergarten "KALINA MALINA", Bulgaria**

**VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS, Austria**

**Istituto Comprensivo "Egnazio Danti", Italy**

**ASOCIATIA PARADIGME EDUCATIONALE, Romania**

**ASOCIACION DE INNOVACION FORMACIONY EMPLEO PARA EL  
DESARROLLO SOSTENIBLE, Spain**

**BAYRAKLI 50.YIL ILKOKULU, Turkey**

The project aims to help all preschool children to adapt successfully in primary schools, by:

- Emphasizing the importance of the smooth transition from preschool to primary school;
- Including exchange of ideas and practices for actions aimed at a smooth transition from preschool to primary school;
- organizing and conducting various activities for students with special educational needs;
- involving the local community in the project activities

Target groups are:

- Preschool and primary school children;
- Non-governmental organizations in the field of education;
- Public: teachers, principals, parents, local government representatives.

The final product is: a multilingual book that will contain all the collected transition practices. The book will be based on the articles written for the project summary conference and will address the current situation on the issue of transition in each country, as well as all good practices applied in the partner countries. It will be disseminated among the project partner countries.



## ***STUDENT TRANSITION IN EDUCATION PATHS***

### ***(S.T.E.P.)***

### **CHILDREN'S COMPETENCES NECESSARY TO ATTEND PRIMARY SCHOOL**

Nowadays children grow up in a world where it is required to possess flexible management and dealing of changes, rapid developments and complex situations concerning various aspects of modern life (e.g. technological development, increase and at the same time devaluation of knowledge, multiculturalism, natural environment, etc.). In the 21st century children need to develop key skills that will help them get a positive attitude towards learning to be able to learn and evolve throughout their life.

Modern curricula are designed to equip students with the necessary skills that "... citizens need for their personal integration, social inclusion, active citizenship and employability in our knowledge-based society" (European Framework of Reference).

These skills are a combination of knowledge, skills, values and attitudes. They develop gradually not only throughout school education, but also during adulthood. Their development and formation is influenced by the interaction of the individual with other members of the family or the wider community which they live in, by the quality of the education they receive and by any special circumstances they face.

The key competencies promoted by the new curriculum are defined by the national and European education strategy, and are:

1. Communication
2. Creative and critical thinking
3. Personal identity and autonomy
4. Social skills and competencies related to citizenship

These four skills facilitate the individuals to participate effectively in various environments (learning, work or family environment, etc.) and are deemed necessary to cope with the alternating roles they are called to play throughout their life.

Their development is the purpose of the kindergarten curriculum. But at the same time, as they develop, the same skills are the means to achieve other goals and objectives of the curriculum. Finally, abilities are interconnected as the development of one supports or depends on the development of the other.

## COMMUNICATION

Communication is defined as the exchange of thoughts, messages and information using oral speech, reading and writing. Because it is possible that through their family environment not all children are familiar with the same communication practices, teachers need to continuously provide opportunities to all pupils and to explore and discover different forms of communication. At the same time, they strengthen children's tendency to use conventional symbols. This can happen when they are encouraged to express ideas, thoughts, knowledge and feelings initially with the means of communication they know and prefer and gradually with new and different means.

In order for pupils to be prepared for primary school, the development of communication skills during preschool means that they are able to:

- ✓ Speak in an understandable way
- ✓ Produce syntactically correct sentences
- ✓ Understand and memorize language and mathematical symbols
- ✓ Focus on the symmetry of the sentence and produce inductive and deductive thinking
- ✓ Copy shapes and symbols
- ✓ Understand and decode facial expressions, tone of voice and posture
- ✓ Understand figures of speech like metaphors and similes
- ✓ Follow general and personal instructions
- ✓ Perform a task while following instructions
- ✓ Talk about their likes and dislikes

## CREATIVE AND CRITICAL THINKING

Thinking includes creative, critical, and metacognitive mental processes, such as the formation of mental representations and construction of meaning, creation of logical links, development of strategic problem solving, creative management of information and knowledge, formulation of reasonable arguments, evidence-based assessment of situations and behaviours, reflection on thought processes and self-assessment.

Education today is focused on developing thinking skills that will allow individuals to process, evaluate and information and knowledge, to analyze and compose data, make proposals and



conclusions and use acquired knowledge to solve new problems in a creative way in many different contexts. Preschool education prepares pupils to be able to:

- ✓ Think in a creative way
- ✓ Have space and time orientation
- ✓ Explore new ideas
- ✓ Make decisions, justify them and implement them
- ✓ Process information and reach reasonable conclusions
- ✓ Understand the common points of concepts or objects
- ✓ Distinguish the same and different shapes, symbols, letters and numbers
- ✓ Categorize objects, words, concepts
- ✓ Solve problems
- ✓ Produce new ideas
- ✓ Evaluate critically new ideas

#### PERSONAL IDENTITY AND AUTONOMY

Personal identity refers to the way we perceive ourselves and is closely connected with self-esteem. Structuring of personal identity has many dimensions and, as it is structured, the person is able to answer questions such as: "Who am I? What makes me unique? What am I good at? What am I bad at? What are my values? How do I think the others see me?" In other words, it refers to the ability of individuals to recognize themselves as a separate and particular entity, which is defined by external and mainly internal features. The personal story, the environment which individuals live in and develop and their relationships with others help them build their personal identity.

In this context, before attending primary school kindergarten pupils should be able to:

- ✓ Serve themselves and be autonomous
- ✓ Have self-confidence
- ✓ Take responsibility
- ✓ Complete their tasks
- ✓ Tidy their things
- ✓ Take initiative
- ✓ Distinguish risks and avoid them

#### SOCIAL SKILLS AND COMPETENCIES RELATED TO CITIZENSHIP

Social skills make it easier for individuals to participate in social life and resolve differences and conflicts in a constructive way. They include skills such as effective communication and collaboration in different environments and negotiating in a climate of trust, acceptance and respect for others.

For preschoolers, the development of social skills is a function of their overall development, and expands as the child grows and communicates more and more effectively with others.

They are related to the child's ability to develop meaningful interactions within specific socio-cultural contexts, to recognize and react appropriately to the ideas, actions and feelings of others, to respect their needs, to ask and provide help.

Social skills development presupposes that kindergartens prepare pupils to:

- ✓ Work both individually and in groups
- ✓ Listen carefully to others
- ✓ Wait for their turn and claim it
- ✓ Act as a group member
- ✓ Respond to various roles in various contexts
- ✓ Have self-control and deal with conflicts without violence
- ✓ Follow rules
- ✓ Accept both defeat and victory
- ✓ Socialize in various cultural and social situations

The above four basic skills are interconnected, as they depend on and support each other. As children gradually improve their ability to use the means of representation and communication they acquire new thinking tools that help to develop their creativity and criticism thought. At the same time, this ability can help children to express and project interests, to discover what they want to learn and gradually take responsibility of their own learning. As they improve their ability to communicate with others, the development of social capabilities is also facilitated, such as working together and managing conflicts more effectively, negotiating their views and building solid relationships.

Finally, when children are able to express and communicate their emotions and thoughts effectively, it is easier to become autonomous and develop positive self-esteem. The same can occur when they invent original ideas and are able to manage and resolve problems by implementing ingenious strategies.

The development of personal identity and autonomy contributes to the development of social skills. That is, as children recognize their various personal characteristics (e.g. skills and behaviors), they perceive at the same time differences and similarities with the characteristics of others and therefore they learn to recognize and respect others for what they are. Moreover, the ability to collaborate allows children to participate in group work, manage problems as a team and learn by their peers. Finally, building relationships with other children and active participation in group projects strengthens their self-confidence, consolidates their determination and helps them take initiatives.

## **Transition of pupils with special educational needs to primary schools**

Transition of kindergarten pupils to primary school is a critical period concerning their development and marks rapid progress in all growth sectors. Especially intense changes are noticed not only in the child's personality but also in the family and social environment which set various demands (cognitive, emotional and social) to children and which children try to respond to. These changes include among others:

- a. Increased number of students in class
- b. Increased lesson time
- c. Changes in the kind and degree of parents' involvement
- d. Increased individual work
- e. Less individual help
- f. Different curriculum context
- g. Differentiated teaching style

Thus, preschool education has the difficult role to prepare children for these changes and, additionally, teach them possible ways of socialization. Regarding pupils with special educational needs (SEN pupils) the procedure for entering primary school is more complicated and demands careful planning and coordination so that both pupils and parents can have ample time for learning and practicing skills. It is necessary educators to search for appropriate methods and techniques which will prepare pupils so as to develop in many ways and enter primary school successfully.

The adaptation of SEN students in typical education (kindergartens and primary schools) presupposes that:

- a. Pupils are able to participate in the learning procedure and meet the requirements of activities at a minimally acceptable level
- b. Pupils are able to adapt and respond to the basic behavior and school rules.

The aim of adaptation to kindergarten and transition to primary school for SEN pupils is basically connected with the pedagogical relationships and activities in school. Throughout the learning routine the gap is narrowed and interaction of SEN pupils with the rest of the class is strengthened, while parents are becoming more and more involved. All pupils take part in common activities and events and they are urged to get as involved as they can, depending on their special characteristics. It should be noted that these special characteristics are not a reason for pupils to reject one another since most pupils at that age have their own specificities.

Moreover, kindergarten teachers cooperate with parents in order to contribute to this positive atmosphere. The more the parents become actively involved, the more



they realize that they can help their children especially if they accept the problem and work along with teachers and experts. Parents are also suggested to make joint decisions and participate in any interventions concerning their children.

Apart from the cooperation with kindergarteners, parents should also cooperate with primary school teachers as well, since pupils' transition to primary schools is regarded as really crucial, especially for SEN students who are not able to face the demands of multilevel changes that take place during primary school. These pupils cannot deal with and take advantage of these demands in a satisfactory way. As a result, their performance, their development and their mental stability is negatively influenced.

It is, therefore, essential that help should be provided to SEN pupils. It is important that they are taught social skills throughout preschool education so that the necessary abilities are adequately developed and school transition as well as transition to community and later to work is facilitated. An interdisciplinary perspective should be pursued aiming at active participation. This will promote the development of self-service and personal care skills, time management, communication and cooperation skills which will cultivate the sense of value, dignity, self-esteem and self-perception.

In order for these skills to be taught and developed efficiently teachers should create learning motives and provide rewards for pupils' efforts depending on their cognitive age, emotional state and interests especially at an initial stage. These motives and rewards will encourage pupils to become actively involved and consequently contribute to their good emotional state, cultivation of their mental health and promotion of autonomous living into society.

In conclusion, preschool education should provide pupils with all the necessary skills and abilities needed for attending primary school and prepare them for the new environment successfully through the implementation of transition practices. Effective transition practices for SEN pupils should involve families, prepare pupils appropriately by strengthening their learning, social and emotional skills and connect teachers of both kindergartens and primary schools.

## **Kindergarten “KALINA MALINA”, Bulgaria/ Pazardzhik**

### **TEACHING AND DEVELOPMENT OF KEY COMPETENCES IN**

#### **PRESCHOOL AGE**

The transition from preschool to school age is a turning point in a child's development. From this moment on, begins a new intensive stage in the physical and intellectual development of the child, improving the already acquired habits and forming new, more complex skills for communication and behavior. Interpersonal relationships are also in a process of change.

Key competencies are an important factor in improving the personal development of children. The key competencies are knowledge and skills, attitudes and evaluative attitudes, without which it is not possible to carry out a certain activity, behavior. They have a significant duration and provide options for adaptive behavior, action, or finding a solution in different situations.

The key competencies are connected in a complex:

- individual competencies / individual experience / of the person;
- institutional competencies, ie those included in the educational strategy of the Ministry of Education and Science;
- the individual goals / ie of the individual / and of the public goals, which are defined in the Law on Public Education and the school curricula and plans.

#### **EDUCATIONAL SYSTEM IN BULGARIA**

The system of pre-school and school education includes the participants in the educational process and the institutions, as well as the relations and connections between them to achieve the goals of education.

The main goals of preschool and school education are:

1. Intellectual, emotional, social, spiritual, moral, and physical development and support of each child and each student regarding his age, needs, abilities, and interests;
2. Preservation and affirmation of the Bulgarian national identity;
3. Acquisition of competencies necessary for successful personal and professional realization and active civic life in modern communities;
4. Acquisition of competencies for application of the principles for sustainable development;

5. Early discovery of the talents and abilities of each child and student and promotion of their development and realization;
6. Formation of sustainable attitudes and motivation for lifelong learning;
7. Acquisition of competencies for understanding and application of democracy and the rule of law, human rights and freedoms, active citizenship;
8. Formation of tolerance and respect for the ethnic, national, cultural, linguistic, and religious identity of each citizen;
9. Formation of tolerance and respect for the rights of children, students, and people with disabilities;
10. Knowledge of national, European, and world cultural values and traditions;
11. Acquiring competencies for understanding and applying the principles, rules, responsibilities, and rights arising from membership in the European Union.

Preschool education lays the foundations for lifelong learning by ensuring the physical, cognitive, linguistic, spiritual, moral, social, emotional, and creative development of children, taking into account the importance of playing in the process of pedagogical interaction. Pre-school education is provided by kindergartens, and compulsory pre-school education is also provided by schools. Compulsory pre-school and school education in state and municipal kindergartens and schools are free for children and students. Preschool education provides education, socialization, training, and raising children until they enter the first grade. Compulsory pre-school education is carried out in the third and fourth preparatory age groups (5-7 years of age). The duration of preschool education in each age group is one school year. The school year includes a study and non-study time. The school time during the school year is in the period from September 15 to May 31 of the next calendar year. The non-school time is in the period from June 1 to September 14.

Preschool education is carried out in full-time, half-day, part-time, or independent organizations. Pedagogical interaction in preschool education is organized in basic and additional forms.

The main form of pedagogical interaction is the pedagogical situation, which takes place mainly in the form of a game.

The additional forms of pedagogical interaction are organized by the teacher of the group outside the time for conducting the pedagogical situations according to the needs and interests of the children.

The process of pre-school education is subordinated to the implementation of a program system as part of the strategy for the development of the kindergarten, which is adopted by a decision of the pedagogical council. The program system is a complete concept for the development of the child with approaches and forms of pedagogical interaction, subordinated to a common goal.

The monitoring of the child's achievements is carried out by the teachers of the respective group at the beginning and at the end of the study time in the educational areas.

At the end of the pre-school education, a certificate for compulsory pre-school education is issued according to the procedure determined by the state educational standard for pre-school education.

## **COOPERATION WITH PARENTS**

The current requirements for preschool education are aimed at implementing a new flexible, mobile, and adequate strategy for full interaction between the family and kindergarten, as a condition for organizing a modern educational process and quality of preschool education.

Parents are participants and partners in preschool education along with children, teachers, principals, and other pedagogical professionals.

Cooperation with parents is achieved on two levels:

- at the group level - choice of parent asset, consultations;
- at the level of the kindergarten - membership in the School Board and Public Council.

The cooperation and interaction between the parents and the Kindergarten "Kalina Malina" are carried out through:

- Parent meetings;
- Celebrations;
- Excursions;
- Workshops with parents;
- Improvement and planting of tree species, flowers, and shrubs;
- Shares / separate waste collection, cleaning, a day without cars, etc./;
- Ecologically oriented activities;
- Road safety activities;
- Easter and Christmas workshops;
- Markets;
- Training;
- Open practices for parents, etc.

The interaction is based on mutual trust and cooperation between the parents of each child and the kindergarten team, which is important for the child's adaptation to the rules of the educational environment, as well as for developing self-confidence and a sense of belonging.

## **GENERAL AND ADDITIONAL SUPPORT FOR PERSONAL DEVELOPMENT**

The Bulgarian legislation in the State Educational Standard for Inclusive Education regulates general and additional support for the personal development of all children, as well as for children with special educational needs.

General support for personal development is provided according to individual needs and is aimed at developing the potential of each child or student in kindergarten or school. The general support for personal development is aimed at all children in the group and guarantees their participation and expression in the educational process and the activities of the kindergarten, including:

1. Team work between teachers and other pedagogical specialists;
2. Activities of interest;
3. Health care;
4. Early assessment of needs and prevention of learning difficulties;
5. Encouragement with moral and material rewards;
6. Activities for prevention of violence and overcoming problematic behavior;
7. Speech therapy work.

Additional support for personal development is provided by kindergartens, schools, personal development support centers, and specialized service units and is provided for children:

- with special educational needs;
- at risk;
- with outstanding gifts;
- with chronic diseases.

Additional support is provided based on the assessment of individual needs, which is performed by a personal development support team in the kindergarten or school approved by the order of the principal. A "Regional Support Team for Personal Development of Children and Students with Special Educational Needs" is established at the regional centers for support of the process of inclusive education. The composition of this team must include:

- resource teachers;
- special pedagogues, including from the centers for special educational support;
- psychologists;
- speech therapists;
- Representatives of the regional education departments

The team visits the child with special educational needs twice a week and no more than 22 school hours per week. In the assessment, if the team finds indications that the child has special educational needs, then it evaluates his cognitive development, communication, and social skills for physical development, adaptive behavior, mental reactions, family functioning.

At the beginning of each school year, each teacher teaching a child with special educational needs is directly involved in the development of his / her personal educational program.

To prepare children with special educational needs for school, in addition to the plan for additional support, the teacher prepares individual teaching materials in different areas and works with him individually.

## **ADDITIONAL PEDAGOGICAL ACTIVITIES**

The use of various forms of pedagogical interaction guarantee:

- the application of the personality-oriented model, by stimulating the individual children's intelligence, as well as the socialization of the children;
- development of speech and mastering of the Bulgarian language to the degree of readiness for education at the initial stage of school;
- greater scope and prevention of dropping out of the education system; fostering mutual respect, tolerance, and tolerance in children and their parents.

### **Projects and game forms.**

The project is an innovative form of pedagogical interaction, through which the children involved in project activities make their first steps in research in the field of science. Through the project work cooperation and skills for teamwork in children are brought up.

**Game forms** of pedagogical interaction in preschool-age integrate all basic human activities, such as communication, learning, and creative-productive activities, containing visual, literary, musical, constructive, and labor actions.

All this aims at forming real equal partnerships of cooperation between peers, which provides the opportunity for positive personal development of the child.

**Forms of motor activity** of the child - a variety of mobile and musical games; sports entertainment; sports holidays.

**Forms of tourism for children** - excursions; organization of thematic camps (white and green school) picnics, hikes, and walks during the various forms of tourism, organized appropriate games with natural materials, as well as the appropriate use of landscape conditions and vegetation will allow practical understanding of mastered knowledge of nature and more.

**Entertainment forms** - involving children in the spirituality of adults by creating a festive-ritual system, typical of the festive calendar of the kindergarten and the settlement and shaping them as a tradition.

**Forms for organization** and conduct of child labor - the practical implementation of children's labor events is carried out through the following forms for its implementation:

- Individual form of work, in which the foreign intervention (of the adult) is reduced mainly to motivation, demonstration, instructions, advice, stimulation, approval, and evaluation - work in the Biogradinka, interest workshops, work in the House and Art Cabinet.
- The group form of work allows forming skills in each child to plan and distribute individual actions, the general activity, and their results, to evaluate the contribution of each to the final achievements of work.

**Joint forms**  
Effective interaction "Kindergarten-family" through the following forms of joint work:

- "School for parents" - workshops, workshops, entertainment, charity bazaars, consultations;
- Counseling center - interaction with a speech therapist, psychologist, and others. specialists for children with SEN, fast-paced and talented children;



- Thematic days "Family Day", "Babinden", "Charity workshops and bazaars"; "Joint celebration of Reading Week and Book Day."

**Additional wish forms** - learning foreign languages; practicing various sports; involvement of the child in various arts.

The expected results from the implementation of various additional pedagogical activities will be expressed in the following future achievements:

- Formed interactivity and independence, corresponding to the age and psychological characteristics of the children;
- Communication skills (communication) in the official language;
- Communication skills (communication) in a foreign language;
- Cultural competencies, cultural awareness, and creative expressions - an expression of ideas, creativity, emotional and aesthetic empathy of the world through music, literature, plastic arts;
- Current social and adequate special readiness of children for school.

## **WORK WITH INSTITUTIONS AND PARTNER NETWORKS**

Important for the smooth transition of children from kindergarten to school and the preparation of the child for the new social role - "student" is the joint work with institutions and partner networks, such as schools, libraries, and others.

The continuity and work between the kindergarten and the school, as well as joint activities organized by the teachers of the two institutions, such as:

- Visiting the children from the kindergarten at school to get acquainted with the school environment, the school regime, to build new relationships, to exchange experiences and information;
- Visiting students from the school in the preparatory groups in the kindergarten on the occasion of "Reading Week" by reading them stories. This is a way for children in kindergarten to cultivate a love of reading and provoke their curiosity and interest in books;
- Making and exchanging cards for different holidays between first-grade children and children from preparatory groups;
- Visit by the children from the preparatory groups in a library, museum, gallery. The main goal is for children to get acquainted with the basic rules of behavior in a public place and acquire knowledge related to the acquisition of cultural values and traditions.

The key competencies are interdependent and represent a set of knowledge, skills, and attitudes necessary for the personal development of the individual throughout life, for building an active citizenship and participation in social life, as well as for its suitability for realization on the labor market.

Modern social reality needs citizens with social knowledge and skills, with the ability to self-assess and assess social reality, with a high degree of adaptability to new conditions. In this sense, the development of social, civic, and intercultural competencies in the child is one of the key challenges for educators and parents.

## ASOCIATIA PARADIGME EDUCATIONALE, Romania

### **TRANSITION FROM KINDERGARTEN TO PRIMARY SCHOOL IN ROMANIAN EDUCATIONAL SYSTEM**

Preschool education, as an integral part of pre-university education, aims to provide preschool children with the necessary conditions for normal and full development. It aims to ensure those experiences that take into account the child's own rhythm, his needs and his fundamental activity - the game.

The fundamental objective of preschool education is to allow each child to follow his personal path of growth and development by providing support for:

- The free, integral and harmonious development of the child, depending on his own rhythm and his needs, supporting his autonomous and creative formation;
- Developing his ability to interact with other children, adults and the environment to acquire new knowledge, skills, attitudes and behaviors;
- The discovery by each child of his own identity and the formation of a positive self-image;
- Supporting the child to acquire knowledge, abilities, skills and attitudes necessary for future school activities;

The preparation of children for school has been and is a very topical issue, especially in the conditions of intensification and acceleration of the entire educational process, of the changes in preschool education, of the Early Education Reform Program initiated by Romanian Ministry of Education . This program aims to optimize and streamline the quality of education at an early age, in order to meet current social demands, as well as personal development.

The child's development is dependent on the opportunities offered by the daily routine, on the interactions with others, on the organization of the environment and the specially created learning activities or situations.

Kindergarten supports the future school activity through two specific forms: play and learning, the most important way in which the child receives learning is - play.

The kindergarten has the possibility and the duty to prepare the child, it has the role to systematize and integrate the knowledge and influences, to develop the capacity and the way of receiving and communicating information, to socialize the children but also to detect possible deficiencies to prevent a possible failure at the beginning of schooling, so at the entrance to school the child must possess:

- expressive skills: to speak, to graphically represent experiences, ideas and feelings;
- the ability to perform classification, writing in relation to time, space and quantity; mathematical solutions in various situations;
- dependencies and abilities in art, science and physical movement, in which to express energy and talent;

In preschool curriculum the learning activities are a set of actions planned, systematic, methodical, organized and led by teachers, in order to achieve the goals set out.

The age between 3-6 / 7 years represents a period characterized by high rhythms of development, in which the foundations of the formation of the future personality are laid. From the perspective of educability, the student 5-6 / 7 years old, has a higher learning capacity in relation to the other subperiods of preschool. In carrying out the activity with this, the emphasis will be on encouraging the child's initiative and decision-making, on learning through experiments and individual exercises. The learning activities take place either with the whole group of children, or in small groups or individually. They can take the form of activities on disciplines or integrated, of freely chosen activities or of personal development. Among the means of achievement we mention: free play, didactic play, free discussions, experiments, constructions, readings after pictures or reading the educator, the story or stories created by children as well as other means specific to teaching, depending on the educational needs of children.

The school's preparation for the preschool child is supported psychologically by a motivation based more and more on the internalization of knowledge interests, but also by an active imagination favorable to social integration.

The school involves changing the entire life and work regime of the preschooler and entering the school is a crucial moment in his life.

Aptitude, school maturity is the experience of a phase of the child's development. It marks that level of development (physical, mental, behavior) at which the activity carried out in its institutionalized form can contribute to the further development of personality. The schooling aptitude is part of the skills. general because it represents a combination of physical and mental availability and is a condition of the child's integration in school and at the same time, the result of family training and especially in kindergarten. Kindergarten schooling will alleviate the difficulties of adapting the child to school.

School maturity is the expression of a phase of child development, it marks that level of physical, mental and social development that makes possible integration into school.

School maturity reflects the degree of concordance between its level of development and the specific requirements of class I, and school immaturity consists in the existence of discrepancies between the level of biological development, psychological and social behavior of the child.

The mature personality for the school must be characterized by:

- maturity for work - the ability to concentrate, attention and perseverance, the need for performance; self-discipline effort resistance
- moral maturity - capacity for analysis and planning, understanding of the norm and rule, the feeling of duty and responsibility, awareness of the task, the ability to follow and complete one's own tasks; eager for knowledge and personal sense of values;
- volitional maturity - the ability to self-regulate the ability to make decisions about what he intends to do and how he will act, to inhibit impulses and to regulate needs;
- social maturity - the need to belong to the group, adequate social behavior in the group, the ability to engage with children and adults in work groups, cooperation, openness to the behaviors, opinions and values of others;

The integration of the child in the first grade marks a turning point in his life and fulfills the preschooler's desire to become a schoolboy, something fully felt by the family as well. In kindergarten, the preschooler plays the role of a student, but once he enters the school he arrives in a real world, organized according to specific rules.

When entering the first grade, the child begins a new life focused on school-type learning, learning turns unnoticed into a daily occupation of the student.

The new curriculum for preschool education states that the activities carried out with children aged 3-5 will focus on the child's socialization (collaboration, cooperation, negotiation, joint decision-making) and the gradual achievement of personal autonomy and for those aged 5-6 / 7 the emphasis will move on to prepare for school and its social life.

School preparation must address the "factors of a normal schooling" as follows:

1. Adequate physical development and correlation between height and weight;
2. Correct auditory perception of sounds (normal hearing)
3. Correct visual perception of letters, numbers, symbols (normal vision)
4. Correct articulation of sounds (normal language)
5. Satisfactory degree of intellectual development (normal intelligence)
6. Sufficient emotional maturation
7. Corresponding temporal-spatial organization (spoken language takes place in time, and written language in space - ("we make sounds, we write letters"))
8. Correct acquisition of the notion of body scheme (right-left)
9. Adequate motor coordination (presence of motor stability and lack of motor inhibition)
10. Definitively specified manual laterality (use left or right hand)
11. Adequate motivation (desire of the child to grow)
12. Favorable socio-familial environment.

Each stage of the individual's development corresponds to states of maximum receptivity for certain areas. It is the duty of educators, of any kind, to identify those contents that have a special impact on the formation of personality at preschool age.

## **PREPARATORY CLASS**

Year School 2012-2013 implemented Preparatory class that stage that makes the transition from kindergarten to school. The reason of this measure by introducing the class preparatory to primary cycle is simple: the early socialization in an environment organized is beneficial for personality development of the child. Switching sudden of the childhood games at school activities can sometimes be traumatic for the child. The first contact with school needs to be natural and pleasant.

Introduction of Preparatory class proposes to ensure to children the gradually transition from the preschool (for those who have followed it) or of the life only to family (for those who do not have went to kindergarten) to school life. In this class, often in a playful way , the child is prepared for the demands of the school environment and learns to be responsible.

By this transition have place significant changes, some of which are characteristic of transition from kindergarten to school in general (changes in general), and others that are for this stage (changes specific):

Changes in general it refers to:

- ☐ the physical (location, room for class);
- ☐ the child's program - the duration of the activities, the period of time in which the child is at school;
- ☐ curriculum ( generally similar to the curriculum previously used in preparatory groups in kindergartens);
- ☐ the person responsible for carrying out the activities in the preparatory class (the teacher );
- ☐ the child's colleagues .

The specific changes take into account:

☐ activities that have as a result the development of skills

School (steps preceding writing- reading, coordination of eye-hand conduct suitable in situations such as would be the activities of the team activities structured imposed , etc.);

☐ possibility of the identified problems of behavior or difficulties of learning, without this thing to affect adversely adapting the child to school. In the case in which are identified as

The problems the child may be directed toward the support of specialists.

The preparatory class has a double role: on the one hand to consolidate the knowledge already acquired and, on the other hand, to socialize and adapt to change. In addition, class preparatory gives all children a start in good in life school.

Activities organized in class preparation are ways effective of preparation for school, condition necessary for success in Grade I. The purpose of this class is of the give children the possibility to acquire the training needed to start business school and as formative aspect, in order to reach the development of optimal of the psychic processes of knowledge.

Some parents want to their register children at school in earlier (at 6 years), because it believes that they are ready for this step.

At other times , however, parents prefer to postpone this moment for reasons such as :

☐ the need for the emotional maturation of the child

- ☐ problems of behavior in kindergarten
- ☐ not attending kindergarten
- ☐ program parent who does not allow adjustment to the program of the school of the child etc.

Switching child in class preparatory presents both advantages but also disadvantages. Here are some of them:

**Benefits:**

- ☐ Activities held in the school in an age appropriate not to get ratings (6 years is the age at which children can be prepared already to the school). For children who are not prepared for school, this year is one of evaluation, preparation, actions for remediation, intervention , etc.
- ☐ Getting to the environment of the school and the staff of the school.
- ☐ Ensure a training appropriate for children to the nursery there should be done preparatory group or who do not have attended kindergarten.
- ☐ Ensure a training appropriate for school .

**Disadvantages:**

- ☐ changes related to the program child (Program May short)
- ☐ change occurs in May faster than has been planned for the family
- ☐ the school may be unprepared for the integrate children in class preparation.

Implications of passing the preparatory class in the primary cycle

The decision to pass the class history of education preschool in education mayor had implications for the plan curricular, administrative and to plan training / improving teachers.

***The curriculum plan:***

In this sense, the former required a restructuring and adaptation of curriculum defined above for the group preparation, taking into account the following principles:

- The principle of considering the child as a whole , addressing holistic the development of the child requires concern permanent the teaching staff to know the child as an



individual and adaptation programs educational to profile individual of subject subject of education, condition essential for the formation of a personality full and harmonious;

- The principle of respect fully the rights of the child contained in documents promoted at national and international (ex .: access to education opportunities equal right to the be heard, the right to a have an opinion , etc.);

- The principle of mediating learning in the educational process ;

- The principle of differentiation and individualization , which involves, among others:

- ☐ identify early the children with needs education special and the risk of failure at school;

- ☐ implementation of programs of differentiation and individualization of curriculum, which should allow

avoid the occurrence of problems associated or effects side of lagging in behind in development;

- ☐ promotion of actions complex to support pedagogical, medical, social which to

double the differentiated educational intervention ;

- ☐ ensuring early educational intervention to overcome difficulties in a tolerant and flexible environment ;

- ☐ ensuring equal opportunities for the development of each individuality and preparation for social and school integration .

Therefore, the activities would have to target "zone of proximal development, and adapting curriculum to target content, processes, environment and products expected of the children in after browsing activities of learning.

- The principle of learning through play (game have exploited the way of approach integrated in the activities)

- Principle approach integrated the curriculum . Study integrated the reality it allows the child to explore the way overall to May many fields of knowledge and interdisciplinary approach to content allows taking into account the needs of the knowledge of young children and approach to topics of interest

- The principle of diversity of contexts and situations of learning (with as contexts for learning are different as both are May valuable experiments of learning).

- The principle of alternate forms of organization of work and the strategies of learning. Learning takes place either through tasks individual or by tasks in pairs or in groups small, or the entire population of students, but the efficiency of learning is seen when they are used for different forms of organization and strategies of learning, at the time appropriate and in function of the particularities of age and individual, of objectives, contents, the moment of the day.
- The principle of partnership with families and the community. Understanding the value of education early inclusive of the family, community and participation them to offer all children the equal opportunities in education, development, growth and care means a start good in life.

### **The administration plan:**

From the point of view of administrative decision to pass the class history of preschool education in the education mayor, namely the education required, the required measures and solutions more that to solve at least two of the issues:

- Where will the preparatory class be placed ? (as a space)
- Who will teach in the preparatory class ?

So, after an analysis of the availability of spaces available in the school our has taken the conduct of business class preparation in the space of a former kindergarten particular that has been put at the disposal of school our in favor priest Greek Catholic Russu Sorin.

In terms that the staff teaching, by decision of the Council of Directors of our school I was called in November, as and teacher holding the school, with a vast experience teaching.

### **The plan training / improving teaching staff:**

The emphasis placed on developing capacities, attitudes which keep the development of socio-emotional (to live and to work together and with the others, to manage emotions, to respect diversity), the physical (motility fine and coarse, but also health and eating healthy) or the attitudes and capabilities in learning (curiosity and interest, initiative, persistence in business, creativity), with skills academic pursued in the way traditional (in the development of cognitive and language and communication) has imposed teacher teaching a rethinking of the approach education arrangements specific to the organization of learning and teaching how and the procedures specific for assessment at this level of schooling.

In the end, I participated in the program of training continues to type "blended learning" for the teaching staff of the education mayor, organized by the Ministry of Education, Research, Youth and Sports, project co-financed from the Fund Social European by program Operational Sectoral Development Resources Human 2007 2013 entitled

Organizing interdisciplinary tenders of learning for training skills key to schoolchildren small in the context of which we became familiar with the practices of education based on curriculum integrated with the principles of development thereof, with the management class and evaluation skills key to schoolchildren small , with examples of best practices of teaching-learning and teaching integrated.

#### Educational context - Integrated activity

Issues specific to life, you must solve day to day, have a purpose built and not can be solved only resorting to the knowledge, skills, skills that not be assigned in the strict context of an object of study. For the students day our to do to requests of the contemporary world, must to them form the ability of the make transfers quick and efficient between the disciplines of the collect, synthesize and of the putting to work together knowledge gained by studying subjects at school. If successful the school is given the performance of the student in the contexts disciplinary success in life personal, professional and social is given just the ability to exit the pattern of discipline and of the make connections and transfers fast between disciplines to solve problems arising.

The integrated curriculum involves a certain way of teaching and a certain way

The organization and planning of training and produce an interrelation of subjects or objects of study, so as to be meet the needs of development of students. Units of learning to melt in the shape of homework activities integrated in the disciplines of study that bear names in vision integrated: Communication in Romanian -CLR, mathematics and environment exploration - MEM, arts visual and working hand - AVLMM , the levels of integration curriculum : monodisciplinary and multidisciplinary (multidisciplinarity), transdisciplinary integration .

Characteristics and arguments of the integrated activities :

- ☐ learning becomes a personal project of the student, guided, oriented, animated by the teacher;
- ☐ learning becomes interesting, stimulating, meaningful;
- ☐ the basis of the work stands action practice, the purpose real;
- ☐ students participate in all course activities carried out;
- ☐ integrated activities are in opposition to verbal and bookish training ;
- ☐ emphasis falls on the work of the group and not the one with the whole class;
- ☐ it offers students the possibility of the is manifested fully in domains in which capacity their are May obvious;

- cultivates cooperation and not competition;
- students to learn the strategy of research; learn to create situations to issue hypotheses about the causes and relationships in the course of investigation to assess the results possible to reflect on the task data;
- are tools for assessing prognosis because shows the extent to which students present or not certain skills and they value diagnostics, is a good opportunity to test and to check the capacity intellectual and the skills creative of them.
- the teacher has to give up the style of so fragmented, in which lessons are conducted one after another, with the distinction clear between them as and how there would make part of the same process and to adopt a topic of interest to students, which transcends borders various disciplines, organizing knowledge as a whole unit, rennet;
- objectives of many disciplines planned in the week are achieved in the scenarios / activities daily that include fragments of subjects such as a single generic.

Work integrated is proving to be a solution, both in approach education in preparatory class but also on the way, for a more good correlation of activities of learning in society, culture and technology teaching.

## **BAYRAKLI 50.YIL ILKOKULU, Turkey**

### **Transition Activities and Objectives**

Preschool programs and school readiness are considered important in order to improve the transition from Preschool to Primary School.

In our country Turkey, the transition of children from Preschool to Primary School is facilitated by the pedagogy co-ordination of preschool and primary school teachers. Pre-school aims at smoothing potential difficulties and bridging the gap between pre-school and primary school education so in order to have a successful transition between levels:

- Teachers meet the individual needs of children,
- Provide uninterrupted service,
- Have models that do not conflict with children's lifestyles to be implemented by children,
- Avoid repetition in planning
- Evaluate the goals in the program,
- Reduce stress for families and children
- Involve both primary and pre-primary in the same activities.

#### **Practises:**

- The preschool teacher and the children visit the Primary School and practice, Primary School invites preschool children to participate in joint events and Students of 1st Grade of Primary School visit Preschool in order to share their experiences for school.
- Informal contacts of preschool and primary school teachers in order to discuss the social and academic skills of children are also very important.
- By using written reports on the experiences and the situation of each child (portfolios) that follow the pupils of the preschool in Primary School, teachers have a useful way of linking the experiences and performance of children both in pre-school and primary. These reports include students' work and record their weaknesses and abilities. In this way, teachers can be informed from the beginning of the school year about the knowledge and skills that are already acquired by children so that they can help and further support them.
- Another practice that teachers find as a good idea is that pre-primary pupils attend classes in the 1st Grade of Primary School. Children know beforehand the new way of teaching, their anxiety about the unknown is reduced, and they adapt more easily to their future new environment.

In the first school years, basic skills, related to social and cognitive skills, are developed for the success of children in school. In Primary School, not only is the flexible program of Preschool becoming more demanding, but also is the school environment itself.

The continuation of certain practices and routines is established through closer communication and mutual professional respect among teachers and contributes to a sense of belonging and the continuity of the curriculum acknowledges that learning that was acquired in Preschool will continue in the first grade of Primary School.

It is very positive that the teachers seem to be open to greater levels of communication and cooperation. The key features that must distinguish this cooperation are continuity, planning and positive attitude towards each other.

### **Competences**

The areas to be supported before school for preparation for primary education are listed as follows:

- **Reading and writing preparation skills** (reading and writing is not expected but reading and pre-writing skills, recognizing sounds, focusing attention, hand-eye coordination is expected)
- **Mathematical skills** (recognizing numbers 0-9, creating sets, learning colours, shapes, sorting, etc.)
- **Scientific thinking skills** (deductive, inductive, problem solving, establishing cause and effect relationship, etc.)
- **Social skills** (waiting turn, finishing work, following given directions, listening quietly, sharing, cooperating)
- **Motor skills** (big and small muscle development)
- **Emotional skills** (expressing your feelings appropriately, expressing your feelings acceptable to society, empathizing with others)
- **Self-care skills** (fulfilling their own needs, cleaning, feeding, resting, etc., protecting from accidents, putting on and taking off their clothes without assistance) is one of the critical periods of development, the end of the pre-school period of 6-7 years, the beginning of the school period. It is noteworthy that in previous years, the child, who seemed comfortable, harmonious and calm, may begin to change towards the middle of this age and take a more incompatible and active appearance. In order for a child who starts primary education to learn easily and quickly and to have a happy student period, he / she should have reached the level of maturity in the following areas.

1. To be able to express what he sees, hears, feelings and thoughts accurately,
2. He / she should be able to keep his / her attention on the subject for a sufficient period of time,
3. Be able to see the similarities and differences of the beings around it,
4. Be able to distinguish similarities and differences,
5. Understand the relationship between sounds and letters and connect sounds to letters,
6. Understand sound similarities and distinguish sounds from each other,
7. Be able to establish the necessary cooperation between his eyes and his hands,
8. Be able to make sense of what he sees and hears and store them in his memory,
9. Must have the behaviour of waiting his turn and being patient,
10. Must have acquired the ability to express himself/herself correctly,
11. Be able to establish friendships and gain communication skills.

### **SEN STUDENTS**

In general education classes, students who are disabled or suspected of being at risk and who show significant differences from their peers are determined by the class teacher.

Various measures should be taken and educational interventions should be made to integrate these students with general education classes instead of directing them to the Guidance and Research Centers immediately. First of all, the situation of the student is evaluated by meeting with the administration, counselor, classroom teacher and family. The classroom teacher tries



to take the necessary precautions for this student within the scope of the curriculum he is applying. For this purpose, new arrangements should be made in the physical environment of the classroom, methods and techniques used by the teacher. If the student cannot improve at the end of all the studies; All work done for the student who does not improve is reported and the process of referral to RAM (Advisory research centre) is started for this student.

#### A. STUDENTS ATTENDING THE SCHOOL

1. If the parent declares and requests a medical diagnosis report about the student, the Educational Evaluation Request Form is prepared and forwarded to RAM.
2. If the parent does not submit any medical diagnosis report, but requests the student to be directed to RAM, the Educational Evaluation Request Form is prepared, but it is explained in the opinions section of the form on the request of the parent.
3. If the referral will be made by the school, an Educational Evaluation Request Form is prepared.

#### B- STUDENTS NOT ATTENDING - TRANSFERRED - FIRST TIME REGISTERED

An Educational Evaluation Request Form is requested from the school in case of an application to the RAM for students who are at the age of compulsory education and who are absent / permanently absent, transferred or newly registered. The situation of the student is reported to the RAM with a cover letter explaining the reason why the form could not be completed (absence of an opinion about absenteeism, health reasons, new enrollment or transfer to the school, etc.).

#### INDIVIDUALIZED TRAINING PROGRAM (BEP)

BEP: Prepared in writing for each child requiring special education; It is a special education program that includes support education services in line with the needs of the individual, family and teacher.

If we want to make a more detailed definition of IEP, BEP can use appropriate educational environments (school, special education, etc.) in order to meet the educational needs of the individual in need of special education or in discipline areas (self-care, academic skills, social skills, communication, etc.) school, special education class, etc.) and support services (resource room classroom assistance, language and speech therapy, physical rehabilitation, etc.). This document is planned in cooperation with the family, teacher and relevant experts and is implemented with the approval of the BEP board.

Individualized education program (BEP) is a flow plan that shows how, with whom, where, and in what period the actions and sub-steps that a person should take according to their needs.

Based on this definition, BEP for the individual who needs special education; These are the plans that show the additional educational experiences, environments, working hours of the people who will be assigned, in order for the person with disability to show the behaviors expected by social norms according to their age, taking into account what they can do in areas such as physical, social, affective, cognitive, language, communication.

#### WHY IS BEP NECESSARY?

- All individuals can learn, regardless of the type and degree of disability.
- BEP is drawing of a personalized road map.
- Thanks to BEP, it is planned how and in what period the areas that the individual should be supported.

- Language, problem solving, mental processes, behavioral characteristics and learning features in children may differ from each other.
- Thanks to BEP, school management, teachers and parents can meet on a common ground regarding the development of the child.
- Parents become active in the education process of their child and the dialogue process with the school is stimulated.

#### **WHO NEEDS BEP?**

- Mentally disabled individuals
- Individuals with visual impairment
- Individuals with hearing impairment
- Individuals with language and speech difficulties
- Individuals with physical disabilities
- Individuals with attention deficit and hyperactivity disorder
- Individuals with special learning difficulties
- Autistic individuals
- Superior / Special talented individuals
- Individuals with emotional and social adaptation difficulties
- Individuals with chronic diseases
- Individuals with more than one disability

#### **BENEFITS OF BEP**

The benefits of BEP can be listed in terms of parents, children, teachers and society as follows.

- 1- For the student; The different needs arising from the student's disability are determined and it is clarified how the students' deficiencies in knowledge and skills will be eliminated with the special education services to be provided. By ensuring the participation of teachers who have learned the techniques that will make learning more meaningful in the BEP process, it is ensured that skills are developed in the education of the child and different arrangements are made in teaching. BEP prepares the individual for an independent life.
- 2- In terms of parents; It acts as a means of communication between parents and school staff and provides equal say on both sides regarding the needs of the child, what can be achieved and the consequences. It provides significant benefit in resolving differences of opinion between parents and school.
- 3- In terms of the teacher; It allows the teacher to function as an application and evaluation tool in determining the child's progress towards the targeted goals.

The classroom environment is shared with counselors and people from other disciplines, allowing the classroom teacher to develop alternative teaching methods.

It acts as a plan and guide for the teacher.

4-In terms of society; In developed societies, disabled children were given the rights given to normal children. It is also useful in terms of aiming to make the individual compatible and beneficial to society.

#### **INDIVIDUALIZED TRAINING PROGRAM (BEP) DEVELOPMENT UNIT**

In the report of the students, whose educational diagnosis is made by the Counseling and Research Center and the Special Education Evaluation Board Report is issued, first of all, the educational evaluation and diagnosis part of the report, by looking at the decision part, it is learned whether the student was enrolled in the Special Education Class or the Full Time Inclusion Program. A BEP Development Unit Meeting is held for the student enrolled in the Full Time Inclusion Program.

As stated in Article 50 of Special Education Services Regulation; Individualized Education Program Development Unit Meeting; Under the presidency of the school / institution director or a deputy director to be appointed;

- a) A teacher who performs special education duties by traveling,
- b) A guidance counselor,
- c) The teacher assigned to prepare an educational program,
- d) The student's classroom teacher,
- e) Related field teachers who teach the student's course,
- f) Parents of the student,
- g) Student,

It consists of these people.

#### BEP DEVELOPMENT UNIT MEETING

- All members must attend the meeting.
- Separate meetings should be held for each student.
- Family and student must be invited to the meeting.
- Teachers from the class level of the student should be invited to the meeting.

## **ASOCIACION DE INNOVACION FORMACION Y EMPLEO PARA EL DESARROLLO SOSTENIBLE, Spain**

### **TRANSITION PATHS IN SPAIN FROM NURSERY SCHOOLS TO PRIMARY SCHOOLS.**

Educational transitions are part of a process that is inherently linked to the academic life of students.

On December 31st, the updated version of the Code of norms for the Stages of Nursery School and Primary Education was published in the BOE (Official Bulletin of the Spanish State). The new law (called LOMLOE), approved on November 19, 2020, regulates all stages and ensures the transition between all of them in its article 3

#### **Article 3. The teachings.**

1. The educational system is organized in stages, cycles, degrees, courses and levels of education in such **a way as to ensure the transition between them and, where appropriate, within each one of them.**

2. The teachings offered by the educational system are the following:

- a) Early childhood education.**
- b) Primary education.**
- c) Compulsory secondary education.
- d) Baccalaureate.
- e) Professional training.
- f) Language teaching.
- g) Artistic education.
- h) Sports education.
- i) Adult education.
- j) University education.

#### **Early childhood education:**

##### **Article 14. Organization and pedagogical principles.**

1. The stage of early childhood education is arranged in two cycles. The first includes up to three years, and the second, from three to six years of age.

2. The educational nature of both cycles will be included in a pedagogical proposal by all centres that provide early childhood education.

3. In both cycles of early childhood education, affective development, emotional management, movement and body control habits, manifestations of communication and language, the elementary guidelines of coexistence and social relationship, will be progressively addressed, as well as the discovery of the environment, of the living beings that live in it and of the physical and social characteristics of the environment in which they live. Education in values, education for responsible and sustainable consumption and promotion and education for health will also be included. It will also help girls and boys to develop a positive, balanced and egalitarian image of them and acquire personal autonomy.

...

**8. To guarantee the continuity of the training process and a positive transition and evolution of all students, the necessary continuity between this stage and Primary Education will be reflected in the curricular development, which will require close coordination between the teachers of both stages. To this end, at the end of the stage, the tutor will issue a report on the development and needs of each student.**

In this POINT 8, talking about Early Childhood Education, the only thing that the new Code indicates is the need to contemplate this transition, but it does not detail specific norms that the Educational centres and the regional authorities will have to develop.

This absence of clear standards and indicators means that the centres are at very different levels when contemplating the establishment of transition paths for their students. There are those who have excellent planning, and those who, at the moment, have poor experiences.

But at least the need for teachers at both levels to work closely together for this transition is clearly pointed out.

## COMMENTS

*According to the OECD (Organization for Economic Co-operation and Development, 2006), transitions are generally a stimulus for growth and development, but if they are too abrupt and are handled carelessly they tend to pose a risk of regression and failure.*

In this sense, we believe that transitions should be more carefully considered in the Educational Law. Taking into account the broad doctrine and extensive research that expert pedagogues in education have developed in Spain.

As children move on from their previous experiences (preschool, child care, home, other care outside the home) to the school, undergo many changes, including the evolution of an approach pedagogical based mainly on the game to a pedagogy more structured.

In general, what the doctrine indicates is that the law should regulate in some way all these aspects that we point out below:

Nursery school from 3 to 6 years	Primary Education
<ul style="list-style-type: none"> <li>- Pedagogical orientation: <ul style="list-style-type: none"> <li>- More global and constructive orientation.</li> <li>- Less academic exigency.</li> <li>- Very dynamic learning situations.</li> <li>- Group learning.</li> </ul> </li> <li>- Areas of experience based on daily life: knowledge of self and personal autonomy, knowledge of the environment and languages - communication and representation.</li> <li>- Spaces: <ul style="list-style-type: none"> <li>- More flexible, greater freedom of movement. More body contact.</li> <li>- Classroom with spaces for free and guided play.</li> <li>- Playground with games.</li> </ul> </li> <li>- Richer and more varied groupings.</li> <li>- Times: <ul style="list-style-type: none"> <li>- More flexible.</li> <li>- Less time sitting down.</li> </ul> </li> <li>- Materials: <ul style="list-style-type: none"> <li>- Low tables and chairs. Tables for groups.</li> <li>- Small rucksack with personal objects.</li> </ul> </li> <li>- Didactic resources: <ul style="list-style-type: none"> <li>- More varied (in terms of origin - publications), self-made and scrapped - and type - printed and handmade).</li> <li>- Cards and visual material.</li> </ul> </li> <li>- Activities: <ul style="list-style-type: none"> <li>- Activities with a more playful and flexible approach.</li> </ul> </li> <li>- Level of demand/responsibility: <ul style="list-style-type: none"> <li>- Free time after school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Pedagogical orientation: <ul style="list-style-type: none"> <li>- More differentiated orientation.</li> <li>- Higher academic demands.</li> <li>- Learning situations with greater demands for attention, observation and listening.</li> <li>- Individual learning.</li> </ul> </li> <li>- Areas of knowledge from disciplinary fields: Spanish Language, Mathematics, And Environmental Knowledge - with educational low more disciplinary: Natural Sciences and Social Sciences, Artistic Education, Physical Education and Foreign Language.</li> <li>- Spaces: <ul style="list-style-type: none"> <li>- Less flexible, more regulated movement. Less body contact.</li> <li>- Classroom with less play spaces.</li> <li>- Playground without games. Sports tracks.</li> </ul> </li> <li>- Less varied groupings.</li> <li>- Times: <ul style="list-style-type: none"> <li>- More rigid.</li> <li>- Longer sitting times.</li> </ul> </li> <li>- Materials: <ul style="list-style-type: none"> <li>- Higher tables and chairs. Individual tables.</li> <li>- Large rucksack with books and notebooks.</li> </ul> </li> <li>- Didactic resources: <ul style="list-style-type: none"> <li>- Less varied.</li> <li>- Book and material more monotonous</li> </ul> </li> <li>- Activities: <ul style="list-style-type: none"> <li>- More formal and rigid activities.</li> <li>- "The game is the big loser when you change phase" (BROSTROM, 2002).</li> </ul> </li> <li>- Level of demand/responsibility: <ul style="list-style-type: none"> <li>- Homework.</li> </ul> </li> </ul>

## Istituto Comprensivo "Egnazio Danti", Italy

### WHAT IS CONTINUITY IN ITALIAN SCHOOL SISTEM

BY "CONTINUITY" WE MEAN THE RIGHT OF THE STUDENT TO THE CONTINUITY OF HIS OWN EDUCATIONAL PATH.

Continuity IS:

- **Curricular continuity:** extension and continuation of school cycle, concerning both disciplinary and transversal knowledge, and experiential fields. All in a perspective of "unity of knowledge".
- **Methodological continuity:** application and investigation of specific investigation methods in the different disciplinary sectors and in the meaning of the methodological experiences inherent to the various training situations in which pupils are involved, such as: laboratories, lectures, work on materials, etc.
- **Continuity in evaluation:** application of gradual and uniform evaluation criteria, consistent with different school orders, to create a real "bridge" between the outgoing profiles and the prerequisites of entrance.

### GENERAL OBJECTIVES FOR CHILDREN

- To stimulate the discovery and the ability to do experiences as growth;
- Developing the capacity for attention and concentration;
- To encourage children initiative in a context of rules to be shared;
- Promote the development of expressive, symbolic and creative skills;
- Create conditions of well-being among pupils to help overcome anxiety and control of the emotional state.

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### ACTIVITIES AND TRANSITION PRACTICES

- Meetings between teachers of different school orders, in order to know and compare the respective objectives, contents, methods, verification criteria, evaluation and specific projects.
- Meetings between parents and teachers to create a bond and inform about the different school order organisation enhancing the transfer of information between preschool and primary school.

- Common meetings of both Kindergarten and Primary school Teachers sharing didactical and educational planning and preparation of entrance tests.
- Visit of the primary school before the beginning of the new school year by Kindergarten teachers and their 5 years old pupils.
- At the beginning of the school year parents are updated by Primary School Teachers about primary school activities.
- Common activities and events for both kindergarten and primary school pupils.
- 1st grade primary school pupils become tutors, visit Kindergartens and share their experiences with kindergarten pupils
- 5th grade primary school students taking care of groups of 5 years old pupils.

In order to carry out the continuity project, at the start of the school year teachers plan meetings and discussions throughout school year. Teachers build a common path between kindergarten and primary school to lead pupils and parents during the transition.

We work following these ideas and these points:

- **EARLY YEARS:** High quality learning experiences should be available to all children from the beginning of their lives as a foundation for lifelong learning. Educationalists and policy makers are increasingly acknowledging that learning pathways start with the early years, and that any provisions for formal schooling must also take into account these important first steps in children's cognitive, social, physical and emotional development. Planning of the primary curriculum including the curriculum experienced by children when they make the transfer from preschool into primary school.
- **LEARNER AND PARENT CHOICE:** Pupils and families are supported with guidance and participatory decision-making in navigating pathways between levels and types of school education.
- **INTER-INSTITUTION COLLABORATION:** Systems have structures and mechanisms to support collaboration across institutions and between actors, focusing on transitions between levels of education.
- **TEACHING AND LEARNING:** Appropriate curricula and teacher pedagogical approaches help bridge transitions and foster learners' growing sense of responsibility for their own competence development and future lives in society.
- **ACCESS AND INCLUSION:** Systems ensure sufficient flexibility to include and integrate pupils who enter or leave at different stages, or who have difficulty in accessing formal education.
- **SHARING DATA:** Relevant learner data are shared between institutions in both directions, as part of an ongoing dialogue to ensure continuity and progression in learning and continued support for competence development.
- **DIFFERENT TYPES OF DATA:** Information from quantitative and qualitative assessment and reporting mechanisms are used to help construct a holistic understanding of learner development and progression.
- **APPROPRIATE LEARNING CONTEXTS:** Supportive, varied and inspiring learning environments and contexts relevant to the stage of development and different learners are created and reviewed.
- **SOCIAL AND EMOTIONAL SUPPORT:** Schools engage with different stakeholders to provide social and emotional support to learners, including during the period of transition between levels of education.



- **SUPPORT TO 'AT-RISK' LEARNERS:** Targeted strategies and resources are used to identify and support vulnerable learners at the earliest opportunity – this school information are also fed back at regional/national level to support policy-making and strategic investment for pupils at risk.

## CONTINUITY' Legislation, theoretical bases and projects

There is a large number of relevant legislation that provides for continuity between school levels. The premises of the Italian Ministerial Programs of the primary school of 1985 and of the middle school of 1979 are significant, indicating the continuity of the developmental process as a condition for ensuring the achievement of the objectives of compulsory education for children.

INVALSI with the initial Pilot Projects and with the tests administered to the suitability exams later, has highlighted, for some years now, the big problem of the assessment of skills to monitor learning in the transition from one school level to another .

The Delegated Law n. 53/2003 of the Reform of the Italian school system has also adopted the portfolio as a significant tool of the school and training path of the boy to document and certify his skills. This means that a link between school orders is essential for the path to develop in a harmonious way.

The need for a non-partial but unanimous commitment in planning the path of the children is also evident from the Legislative Decree n.59 / 2004 in the "Student's educational, cultural and professional profile (PECUP) at the end of the first cycle of education ".

The most recent "Indications for the curriculum", D.M. of 31/07/2007 and subsequent ministerial directive n.68 of 03/08/2007, by Minister Fioroni, also establish, in the various disciplinary areas, the goals for the development of skills to be kept constantly on the horizon, articulated according to a logic curricular.

The different school levels are therefore activated to ensure a unitary evolutionary process, with a coherent development, in which the objectives are understood in a longitudinal sense and are seen in evolution. For this, the process must include a development in which the goal achieved (how, at what level) is the premise and basis for identifying the goal to be achieved later.

## CONTINUITY AND VERTICAL CURRICULUM

The vertical curriculum organizes and describes the entire educational path that the pupil completes, from kindergarten to secondary school.

In compliance with the general purposes, taken as a reference horizon, our school adopts a vertical curriculum that takes into account:

the framework of key competences for lifelong learning, defined by the Parliament and the Council of the European Union on 18 December 2006, expressly referred to in the National Guidelines for the curriculum;

of the Recommendation of 23 April 2008, on the European qualifications framework (for citizenship education)

of law 107/2015 and legislative decree 62/17

of the 17 objectives set out by the UN in the 2030 Agenda for sustainable development, in particular Objective 4: To provide quality, equitable and inclusive education, and learning opportunities for all;

of the National Indications and New Scenarios of 22/02/2018

the goals for the development of skills expected at the end of kindergarten, primary school and lower secondary school;

the learning objectives related to the three school levels defined according to a holistic, dynamic and progressive vision, aimed at achieving the goals outlined;  
the priority training objectives identified for the enhancement of knowledge and skills;  
curricular planning attentive to the integration and inclusion of pupils with Special Educational Needs and to the phenomena of abandonment and all forms of early school leaving;  
planning of the training offer developed in synergy with the cultural, social and economic context of the territory of belonging;  
a flexible didactic and educational organization, adapted to the training needs of each pupil and according to a diversified methodology.

Our vertical curriculum adopts the concept of continuity and unity of the curriculum, it develops from a transversal perspective, incorporating not only the specific aspects of disciplinary learning, but above all the dimension of being and of the pupil's know-how.

The curriculum specifies the autonomous planning of the Institute in terms of methodological and operational choices, organization and evaluation to achieve the goals of the training process in the light of the national guidelines for the curriculum. The inspiring principles of the curriculum, in compliance with the specificities of the three school segments, are represented by the unity of knowledge, the unity of interventions and the continuity of educational processes.

The unity of knowledge is linked to the unified vision of the person who must develop in a complete, harmonious and balanced way.

We gradually move from learning by experimenting to the ever-increasing ability to reflect and formalize the experience, through the reconstruction of cultural tools and the ability to use them as a key to understanding reality.

The unity of the interventions is achieved in interpersonal relationships (between teachers, between them and pupils) in the didactic paths designed in continuity between the different school segments, in the didactic mediation (timing of disciplines, grouping of verification and evaluation).

Continuity underlines the right of each pupil to a uniform, organic and complete school path; aims to alleviate the difficulties that often arise in the transition between the different school levels.

Within the Curriculum, particular attention is given to vertical and horizontal continuity.

Vertical continuity is achieved through moments of pedagogical, curricular and organizational connection with the previous school and the next one:

Development of intervention plans

Consistency of educational styles

Shared methods of organizing activities with particular attention to methodological systems

Exchanges of information and experiences between the teachers of the three school levels

Coordination of bridge years curricula

Common meetings and curricular activities between the pupils of the bridge classes

Common moments of teacher training

Horizontal continuity, on the other hand, is exercised through the relationships between schools and families, local authorities, ASLs, cultural associations, and gives rise to the creation of a sort of educational ecosystem that places the need to ensure educational continuity between the different living and training environments of the pupil through:

Activation of constant relationships and direct participation of the family

Arrangement of collaborative moments with families

Comparison with other institutions in the area • Articulation of operational modules that involve the Bodies

Joint and coordinated interventions as a response to the training needs of students with disabilities to prevent maladjustment and marginalization (Local Social-Health Units and psycho-pedagogical service).

The curriculum is divided into:

- FIELDS OF EXPERIENCE in the Kindergarten

The self and the other;  
the body and movement;  
images, sounds, colors;  
speeches and words;  
knowledge of the world;

- DISCIPLINES in Primary and Secondary School of First Degree

Italian;  
English language and second community language;  
history;  
geography;  
maths;  
sciences;  
music;  
art and image;  
physical education;  
technology.

Hospitality as a prerequisite for the vertical curriculum

Much importance is attached to welcoming new sections / classes at the beginning of each school order, in order to concretely promote continuity by facilitating the inclusion of pupils in the new school context.

The organizational solutions proposed by our institute are the following:

Identification of the multidisciplinary and vertical skills of the Institute, fundamental elements of the curriculum);

Meetings between the teachers of the bridge-classes to facilitate the knowledge of the pupils of the first sections / classes);

Reception of the first sections / classes of each school level with interdisciplinary activities planned by the teachers of the bridge classes).

The construction of a vertical curriculum therefore arises from the need to frame the teaching and learning process in an "integrated system" logic, in which the objectives are clear and the outcomes verifiable, in order to make the entire educational path effective and training with a view to the educational success of all students and a profitable insertion of each in the world of work.

The reference context is represented by the Recommendation of the Lisbon European Council which since 2006 identifies and urges the promotion of key competences for lifelong learning, in order to then pursue smart, sustainable and inclusive growth by 2020. In this perspective, the competences are understood as the ability to use and master knowledge and skills, overcoming the traditional separation between knowledge and know-how.

That is, they are configured as mental structures capable of transferring their value in different fields of application, generating a spiral of other knowledge, skills and competences in a double disciplinary and transversal dimension. In this sense, knowledge represents the substratum of skills and knowledge is identified on the basis of its educational value, in terms of essentiality and organization of contents around founding nuclei. The selection of knowledge is carried out in relation to the skills to be solicited, thus configuring a progressive path divided into intermediate stages. The objective is to build a curriculum that outlines a unitary, gradual and coherent, continuous and progressive, vertical and horizontal process, declined in objectives and learning scans of the student with reference to the skills and goals to be achieved in terms of expected results. The vertical curriculum is also a useful operational tool for teachers as it favors opportunities for discussion in a collaborative and cooperative dimension, promoting a more scientific and mature working methodology which, through constant reflective practices on the teaching and learning processes implemented, it allows to renew in depth teaching methodologies and evaluation techniques, way of doing-culture and the same teaching professionalism.

## CURRICULUM: MOTIVATIONS, AIMS, METHODOLOGIES, STRUCTURATION

### REASONS

### PURPOSE

### METHODS

### STRUCTURING OF THE VERTICAL CURRICULUM BY DISCIPLINES

Avoid fragmentation, segmentation, repetitiveness of knowledge; outline a unitary training path.

Build positive communication between the different school levels.

Allowing a climate of psycho-physical well-being that is the basis of the learning condition.

Promote the free expression of one's emotions and cognitive and communication skills.

Ensure a gradual path of global growth.

Allowing the acquisition of skills, abilities, knowledge appropriate to the potential of each pupil.

Encourage the realization of one's "life project".

Laboratory

Experiential

Communicative

Participatory

Ludic-expressive Explorative (research) Collaborative (group) Interdisciplinary

Transversal (integration)

It is divided into kindergarten, primary school and lower secondary school.

It is organized by fields of experience and disciplines.

#### THE AIMS

The purpose of the school is not only to provide information or qualifications but, above all, to contribute, for its part, to the enhancement, growth and development of the human person. The school is the educational institution that, through its complex planning, structures interventions aimed at promoting those universally recognized values (freedom, equality, solidarity, tolerance, equality, solidarity, tolerance, participation, peace, health, environment, science, work, democracy) on a cognitive, affective-behavioral level, as the basis of the contents proposed across the disciplines.



**Vienna Association  
of Education Volunteers**



# Student transition in education paths

## Transition practices in Austria

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# Case studies on experiences from cooperation projects



## Ways of cooperation at the transition kindergarten – school

Federal Institute for Educational Research Innovation and Development of Austrian School System





# Aim of the project

- Initiated by the Ministry of Education, implemented in all federal states
- Central objective was to design a well-managed transition from kindergarten to elementary school, with special attention being paid to continuous **language** training and support
- Establishment of two networks ("**Language Promotion Networks**" and "**Kindergarten - Elementary School Networks**"), involving central stakeholders (school and kindergarten supervisors, teacher training colleges, educational institutions for kindergarten pedagogy, etc.) within the framework of so-called "network projects".





# Examples of the objectives for the networks defined by the Ministry of Education

- Improving the transition between kindergarten and elementary school
- Joint entry phase to school
- Educational opportunities in the last year of kindergarten and in the first two years of school
- Language and reading promotion, with special measures for children with German as their second language
- Stronger orientation of teaching for lateral entrants and for children with language development disorders



# The "language promotion networks"



- ***Cooperative clusters***
- The teacher training colleges with affiliated primary schools as well as the educational institutions for kindergarten pedagogy with affiliated practice kindergartens and other kindergartens worked together



# The "language promotion networks"



Four priorities given by the Ministry to the schools:

1. Increased cooperation between kindergarten and primary school
2. Accompanied transition from kindergarten to primary school
3. Flexibilisation of the use of resources in primary schools (funds for special educational support, language courses for extraordinary pupils, pre-school level, etc.)
4. Location-related models of comprehensive language support, special offers for lateral entrants





# Project evaluation

- **Changes at the level of educators**
- **Changes at the children's level**
- **Changes at the parental level**
- **Changes in spatial conditions**



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# Changes at the children's level

- In all case studies, school beginners are seen to enter the school with more security, trust and less fear due to the various cooperative measures in advance
- Children are already oriented in the school building, know teachers, older pupils as well as materials used in lessons and have developed "pupil identity"
- The project has strengthened language training measures in kindergartens (especially important for children who are not native German speakers)



# Intellectual outcomes of the project



- Charlotte-Bühler-Institut developed guideline for language support at the transition from kindergarten to primary school
- Guideline for individualisation and differentiated support at the beginning of school
- Ministry of Education set up an online platform to facilitate the exchange of information between the project participants.



# Transition practices



- Kindergarten and a primary school with many years of cooperation experience in which the holistic promotion of non-German-speaking and German-speaking children plays a central role.
- At the centre of the work of the two institutions is the conscious handling of **multilingualism** and the development of a positive attitude towards **linguistic** and **cultural diversity** among the children.



# Transition practices



- Educational and spatial rapprochement between a kindergarten and a primary school in **rural areas**. Mutual visits, joint celebrations, the integration of the kindergarten children into the teaching activities of the primary school





# Transition practices



- Kindergarten and elementary school located in the same building
- Reciprocal visits, kindergarten children getting to know the classes and joint celebrations



# Transition practices



- The children's library: bridge and meeting place between kindergarten and elementary school



# Reference



- [https://www.bifie.at/wp-content/uploads/2017/05/Wege der Zusammenarbeit am Uebergang Kindergarten-Schule.pdf](https://www.bifie.at/wp-content/uploads/2017/05/Wege_der_Zusammenarbeit_am_Uebergang_Kindergarten-Schule.pdf)



Thank you for your attention!



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*Thank you  
for your attention!!*