

Report Study Visit to the Netherlands¹

2-6 October 2017

Hans Schuman and Wendy Kant

Erasmus+ Programme, Key Action 2: Strategic Partnerships

Designing a Curriculum for Pre-School Teachers Who Work in Inclusive Classroom Settings

Contract Number 2016-1-TR01-KA201-034660

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Heliomare Research & Development

Wijk aan Zee, the Netherlands

The Turkish National Agency (Directorate of European Union Education and Youth Programmes Centre, Turkish Ministry of European Union Affairs) is coordinating the project.

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Contents

Contents	2
Introduction to the Project	3
Overview Programme Study Visit Netherlands Erasmus+ KA2	6
Introduction Letter for the participants	7
Programme and Content	8
Monday 02 October	8
Tuesday 03 October	11
Wednesday 04 October	15
Thursday 05 October	22
Friday 06 October	25
Appendices	29
Appendix 1 List of Participants	30
Appendix 2 ICALT Observation Templates	31
Appendix 3 Overview of core tasks of student-teachers and their assessment during their internships in primary schools	33
Appendix 4 Early Test Methods for Kindergarten Teachers	34

Introduction to the Project

The main objective of our project is to design a training program for pre-school teachers including them into the design process & focusing on children with IDs. The project also aims to develop an e-learning portal as a self-learning opportunity for pre-school teachers. This e-learning portal will also be a welcoming environment for the pre-school teachers with good examples coming from real teachers & self-evaluative materials for the teachers to evaluate their own development & their own educational environment. To succeed this, the teachers will be supported by the local expert-team of the project. Training program & e-learning portal design processes will be supported through joint staff trainings to understand & utilize from the European best practices.

Summary of the Short-term Joint Staff Training in Holland (Methodology)

The short-term joint staff training in Holland was provided by Heliomare in line with the needs of participants discussed with academicians from Gazi University and researchers from ZİÇEV. Before the joint staff training in Holland, Heliomare conducted a literature review on EU procedures and policies on pre-school inclusive education and example of practices in the Netherlands and EU countries in order to make contribution to Output 1 Needs Analysis for Pre-School Teachers in Inclusive Education Settings (O1). Heliomare also conducted a study on acceptable criteria for the inclusive pre-school settings to contribute to Output 2 Development of a new tool to evaluate inclusive preschool settings in the perspective of global quality (Evaluation Tool Kit) (O2). CJD, the European partner from Germany also conducted a study on existing systems that provide evaluation and guidance for early childhood settings. Which criteria-sets, quality indicators and benchmarks have been used globally to examine early childhood settings whether or not as they should be. These studies will provide input to Output 2 (O2).

In line with these studies, the training was organized with theoretical and practical components. During the theoretical sessions Heliomare gave lectures on

- EU policies and knowledge on pre-school inclusive education at the European level
- Quality indicators and key principles for a quality framework for ECEC settings
- Competences of teachers in ECEC settings

CJD also contributed to the training in the Netherlands through a session focusing on criteria-sets, quality indicators and benchmarks that have been used in Germany and other EU countries to examine early childhood settings.

During the training program, participants visited pre-schools in Alkmaar and Utrecht in groups. Academicians and researchers also visited Utrecht University to get detailed information about the teacher education programs.

Training materials:

- Written Presentations
- Visual presentations
- Videos of best practices (if available)
- Written materials for the evaluation of the training

Partner organizations of the project

ZİÇEV was founded in 1982 by a group of volunteers under the leadership of Makbule Ölçen. Today, they reside in their Gölbaşı campus consisting of 9 buildings which are located on land purchased from the State of Turkey. ZİÇEV has also 14 branches in several cities in Turkey with more than 200 staff. General Headquarters and branches intend to provide a good education and a secure future for children and individuals with intellectual disabilities and to protect them when their parents pass away.

Gazi University is one of the few universities which history dates back to the 1920s. Gazi University not only meets the needs of its own academic staff but also trains academic staff for other universities with more than 5 thousand students studying in master's and PhD programs. Gazi University carries out its education at three different campuses with more than 50.000 students and over 3.000 academic staff. Gazi is one of the largest universities in Turkey with its faculties from education to communication, fine arts to engineering, sports to forestry, medicine to pharmacy, dentistry to science and economics.

Hacettepe University was enacted on July 8, 1967 by Law No. 892 and began educational activities in the Faculties of Medicine, Health Sciences, Sciences and Social Sciences. Hacettepe University, which was further expanded in the course of time with the establishment of new departments and faculties, built its second campus on an area of 1.500 ha. in Beytepe District, 20 km away from the Central Campus. Hacettepe University continues its activities with 14 Faculties, 14 Graduate Schools and Institutes, 2 Applied Schools, 1 Conservatory, 5 Vocational Schools, and 105 Research and Application Centers. Hacettepe University, as one of the leading universities in the country, keeps contributing to social development and universal values in the fields of science, technology and art.

Ankara Directorate of National Education (MoNE Ankara Directorate) is the second biggest local authority after the Ministry of Education in Turkey. It is responsible for the planning, coordination and management of all kinds of educational and training activities for pre-primary, primary, secondary, vocational, technical and SEN schools and adult education in 25 districts of Ankara. The main aim is the provision of coordination between Ministry of National Education and District Directorates of Education and Vocational Education. MoNE Ankara Directorate is the administrative body with the management of schools and educational institutions at different levels.

CJD BBW Frechen (CJD) is a large, nationwide organization for youth, education and social work in Germany. Every year CJD offers orientation and future prospects to 155.000 adolescents and young adults. More than 9500 employees in over 150 locations offer support, teach skills and provide education.

The main aim of CJD Frechen is the vocational and social rehabilitation of youngsters and young adults in the region around Cologne. Most of the participants has an intellectual disability and is at risk of social exclusion. Most of the 250 young adults currently doing a vocational training live in the CJD Frechen boarding home during a two or three years vocational training.

Heliomare is a Dutch Rehabilitation Centre which provides a variety of services for people with physical and other disabilities. These services are provided on 40 sites in the region north of Amsterdam and consist of Education, Rehabilitation, Sports and Health and Vocational Rehabilitation. Heliomare has its own Research & Development unit.

Heliomare Education accommodates about 1000 students with a variety of disabilities, both physical, developmental and/or learning disabilities in 4 special schools and supports a considerable number of students with Special Educational Needs in mainstream schools, amongst them students with learning and developmental disabilities (quite a few of them with severe and multiple disabilities), physical disabilities, dyslexia, ADHD and Autism. The students at Heliomare Education are aged between 4 and 20. The students who attend the special schools range from students with complex and multiple disabilities to very bright students who are studying for their senior secondary education diploma which prepares them for higher education.

Permacultura Cantabria, based in Spain, aims to offer new alternatives in terms of capacity building, sustainability and equal human relationships to improve the society where we are living. Approximately 40 young members between 15 and 32 years old form it. Permacultura Cantabria are creating a social platform that inspires and serves as a public reference for the society, which is in our opinion sleeping and without hope or stimulating references. For this, they organize seminars,

activities, gatherings, camps and short trips with the families and people with disabilities and for other people.

Institutions such as the Government of Cantabria and other regional city halls from the area give Permacultura Cantabria financial and logistical support, as they cooperate with them in different projects related to social inclusion, rural development and training initiatives. One of their main focuses is to take care of each other and enjoy what they do. This is why they also celebrate their achievements and explore together different alternatives and processes that would enrich both their lives and their social context.

Training participants

1. Ayşe Asuman Erdem (ZICEV);
2. Meryem Şahin (ZICEV);
3. Zeynep İncikli (ZICEV);
4. Berna Salihoğlu (ZICEV);
5. Uğur Ersoy (ZICEV);
6. Çığıl Aykut (Gazi University);
7. Gamze Apaydın (Gazi University);
8. Necdet Karasu (Gazi University);
9. Esra Tuğba Çoban Söylemez (Hacettepe University)
10. Arif Yılmaz (Hacettepe University)
11. Feyza Özkan Yıldız (Hacettepe University)
12. Ramle Gül Hazar (Hacettepe University)
13. Monica Bröhl (CJD)
14. Christoph Beckmann
14. Nazan Songül
15. Şefika Biçer
16. Aynur Özkan
17. Neslihan Durmaz
18. Suat Bilal Akdaş
19. Daniela Preda
20. Silvia Abascal Diaz

Overview Programme Study Visit Netherlands Erasmus+ KA2

Name of the project: *Designing Curriculum for Pre-School Teachers who Work in Inclusive Classroom Settings - Teachers to Teachers*

Date: 2 – 6 October 2017

Country: the Netherlands

Hosting organisation: Heliomare Research and Development

Hosts: Hans Schuman and Wendy Kant, supported by Meta Streefland and Roos Breeuwer

Accommodation Utrecht

Hotel Mitland

Street: Arienslaan 1

Postal code: 3573 PT

City: **Utrecht**

Phone: +31 30 271 5824

Accommodation Alkmaar

Hotel Stad en Land

Street: Stationsweg 92-94

Postal code: 1815 CE

City: **Alkmaar**

Phone: +31 30 271 5824

Participants: see Appendix 1

Introduction Letter for the participants

Heliomare Wijk aan Zee
September 20th 2017

Dear colleagues from Turkey, Spain and Germany,

Next week we have the pleasure of welcoming you to the Netherlands. Earlier this year we sent you a provisional planning of the week. However, we had to make some changes, in particular for Thursday 5 October.

On that day we have a nationwide strike in primary education which implies that most schools are closed and their teachers are demonstrating in the Hague. Teachers in primary schools claim that they should earn more money, that bureaucracy (a lot of administrative work) needs to be put to a halt and that the work load needs to decrease.

However, we think that we have managed to realise for all of you both an interesting and a challenging programme. Our aim was to split up the group in 3-4 small groups which means that, hopefully, participants are more able to engage with everyday practice and getting into contact with the practitioners at the different locations. We also tried to secure the involvement of Turkish (speaking) colleagues and parents of children, to close the language gap as good as is possible.

Working in smaller groups not only stresses the organisation of the visits, but also the pressure we put on the organisations that work with us. Therefore it is important that we show discipline and that we try to be at our destination in time. People prepared the visits and are making sure that they have a programme which they think may serve your needs.

In Utrecht we will make use of public transportation, mainly buses. It's the cheapest way and it is quite accessible. It may be a good idea to have some cash at hand, because that would be convenient to pay for your ticket in the bus.

While you are travelling by public transport to and from Alkmaar, it may be a good idea to take into account what kind of suitcases or trolleys you bring with you.

Travel planners will be provided.

On Monday 2 October you are expected to be ready at about 08.15. We need to sort out the different groups and you will have one of our colleagues accompanying you to the different locations. We will be with four people in total: Wendy Kant, Geke Klapwijk, Gonny Boerma-Sijbrandij and Hans Schuman.

Travelling from Utrecht to Alkmaar on Tuesday (and vice versa on Friday) will be by train.

Train tickets are to be obtained at Utrecht Central Station. Make sure you buy one-way tickets!

In Alkmaar we are travelling either by public transport or by private cars to the different locations.

We also give you some suggestions about the travelling in the text that follows.

We hope the study week will help you getting an idea of what early childhood education and care is about in the Netherlands, provide you all with inspiring ideas and views and also helps to gain a better understanding of this country.

Kind regards,
Hans Schuman and Wendy Kant

Heliomare Research and Development

Programme and Content

Monday 02 October

09.30 – 11.45 Small group visits to 4 inclusive pre-school settings in the City of Utrecht (Host: Spelenderwijs Foundation Utrecht)

1. De Beestenboel
Duurstedenlaan 14-24
3525 AR Utrecht
Mobile:
Guide: Geke Klapwijk
2. De Klimop (collaboration with primary school in the same building)
Nolenslaan 33
3515 VB Utrecht
Mobile:
Guide: Hans Schuman
3. De Schakel en de Vlindertuin
Bangkokdreef 4
3564 SC Utrecht
Mobile:
Guide: Gonny Boerma-Sijbrandij
Gangesdreef 7C
3564 SN Utrecht
4. Onder de Bogen
Madridstraat 1
3541 DZ Utrecht
Mobile:
Guide: Wendy Kant

11.45 – 12.30 Travelling time to

Stichting Spelenderwijs

Niasstraat 6C

3531 WP Utrecht

Phone: +31 30 820 1462

12.30 – 13.30 Lunch time at Instock (opposite Headquarters Spelenderwijs Foundation).

Afternoon programme

13.30 – 16.30 Study, evaluation and reflection:

General information about Spelenderwijs Foundation, their values and vision, the curriculum, collaboration with parents and families; in-service teacher training and continuing professional development of staff et cetera; meeting and exchange of information with teaching and support staff, management and parents and a researcher of Utrecht University

Evaluation and reflection. What have we learnt? What do we take with us?

Presentations (theoretical and practical input):

1. Mrs. Carine Thesing: Director of Spelenderwijs Foundation
Content
Dutch School System
Early Childhood Education and Care (ECEC) in the Netherlands
ECEC at Spelenderwijs Foundation



Key features of Spelenderwijs Foundation: high quality of education; partnership with parents; peaceful citizenship; working together in the neighbourhood; and warm transition to primary school.

Utrecht Quality Policy: a joint project with Utrecht University.

Professionalisation of staff

2. Mrs. Nicoline Stufkens and Mrs. Ruth Heuvelman of CED group Rotterdam

Content

CED Education services

ECEC: pre-school and primary school

Observation systems

Programmes to stimulate vocabulary and language development: Uk & Puk; Piramide and Kaleidoscoop



Uk and Puk



Piramide



CED Services



Training and coaching pre-school teachers

- How to give a voice and responsibility to children
- How to organize your classroom and your teaching in a 'peaceable' way
- How to be a good model for children
- How to create a positive social climate
- How to give 'put-ups'
- How to...

TEACH WHAT YOU PREACH

CED Coaching and training

3. Mrs. Lotte Henrichs, senior researcher and consultant at Utrecht University

Content:

Science meets practice

The importance of practice-oriented research

What is quality in ECEC settings?

The importance of teacher-child interactions: strong emotional support; positive relationships; strong classroom organisation; lots of engaging learning activities; stimulate the thinking of children; strong and ongoing formative feedback; and emphasis on language development.

Class observation instrument

Action Research Project, using CLASS and focusing on change and improvement (partners: Spelenderwijs Foundation; Utrecht University; and Utrecht Local Authorities). Added value of research project: bridging the traditional gap between science and practice; increased awareness what to invest in (practice); developing a 'joint language' where 'quality' is concerned; a way to reinforce each other's strengths and work towards sustainable quality improvement; and creating equal opportunities for all children.

4. Mrs. Dorine Van Eijk, Utrecht University of Applied Sciences, Master Ecological Pedagogics

Content:

Educating pre-school teachers

Two year programme: working with children (play and the playing area, speech and language development, mathematical activities); cooperation and transition (developmental psychology, pedagogy and relationships, transition to primary school); prevention, early intervention and guidance (guiding play in small groups, group dynamics); and partnership with parents (communicating with parents, dialogical research project with parents).

Competences: communication and presentation skills; connecting theory and practice; co-directed and self-directed learning; and learning how to learn.



Hosting organisation:

Spelenderwijs Foundation.

Contact person and host:

Kobi Wanningen, expert on early childhood development and employee of the Spelenderwijs Foundation and Carine Thesingh, director.

Tuesday 03 October

09.30 – 11.30 Small group visit to a pre-school setting of Spelenderwijs Foundation Utrecht (called Parkwijk): meeting and exchange of information with teaching and support staff, management and parents.

Evaluation and reflection. What have we learnt? What do we take with us?

We do not know whether you take your luggage with you or that you leave it at Hotel Mitland to collect it later.

1. Parkwijk

Eerste Oosterparklaan 88

3544 AK Utrecht

Mobile:

Manager: Ebelien Maruga, consultant Yasemen (as interpreter).

In the afternoon: travelling from Utrecht Central Station to Alkmaar. When leaving at 15:08 from Utrecht Central Station you will arrive in Alkmaar at 16:16. Whenever possible, you can take an earlier train. See that you get the intercity, because then you do not need to change at another station.

09.30 – 13.30* Small group visit to the Agora Foundation in **Zaandam**. Travelling by train from Utrecht to Zaandam (buy your ticket to Alkmaar). To be on time in Zaandam, you will need to take the 08:00 bus from Hotel Mitland; then the 8:38 intercity to Den Helder, getting off at Zaandam at 09:22. Wendy Kant and Anneke Bax are meeting you at the train station and taking you to the school.

Topics: early years; Professional Learning Communities the 'Young Child' and 'Inclusive Education'; working with the parents and the community; in-service teacher training and continuing professional development of staff; collaboration between kindergartens and early years; et cetera. Meeting with Turkish parents and having lunch with them.

Evaluation and reflection. What have we learnt? What do we take with us?

Turkish speaking parents will be available and they are preparing a lunch for you.

2. Address

Paus Joannesschool

De Weer 25

1504 AH Zaandam

Phone nr.: +31 75 201 0114

*** This group takes their luggage with them to Zaandam and catches from there the train directly to Alkmaar**

09.00 – 13.30 Small group visit to **Utrecht University of Applied Sciences**/Institute Theo Thijssen/Seminarium voor Orthopedagogiek. Hans will collect you from the hotel, or you could choose to walk.

We do not know whether you take your luggage with you or that you leave it at Hotel Mitland to collect it later. From the University it is quite easy to get the bus to Utrecht Central Station.

09.00 – 09.30	Starting with coffee and tea in room 5.045 (alternative room 7.041)
09.30 – 10.15	Guided Tour of the department for initial teacher training
10.15 – 11.00	Presentation Carla van Deelen: Specialisation for teachers in early years education (at professional master's level)
11.00 – 12.00	GertJan Boog and Aliye Sahin: assessment of students during their internships, focusing on core duties and their distinctive subtasks
12.00 – 13.00	Wil Vlam: discussion with students doing a minor regarding the teaching of young children (room 5.051)
13.00	Lunch with evaluation and reflection. What have we learnt? What do we take with us?

Presentations (theoretical and practical input):

1. Mr. GertJan Boog, Mrs. Aliye Sahin and Mr. Hans Schuman, Utrecht University of Applied Sciences

Content:

Education of primary school teachers (students 4-12 years old)

ICALT teacher competencies (see Appendix 2) and overview of assessment of core tasks of student-teachers (see Appendix 3)



Profile teacher Utrecht University of Applied Sciences

The focus is on teachers who

- recognise and value the diversity of children
- Connect their teaching to current developments and challenges in Dutch society
- are able to transform themselves to become a unique teacher



This is what prospective teachers learn

- General subjects like the science of education, pedagogics, ICT and research skills
- School subjects: Dutch language, mathematics, English language, history, geography, biology, technology, philosophy of life/religious education, music, the arts and physical education
- They learn about both the content of these subjects and how you teach these to (young) children





Students at work

Our 4 year programme of study (240 Ecs)



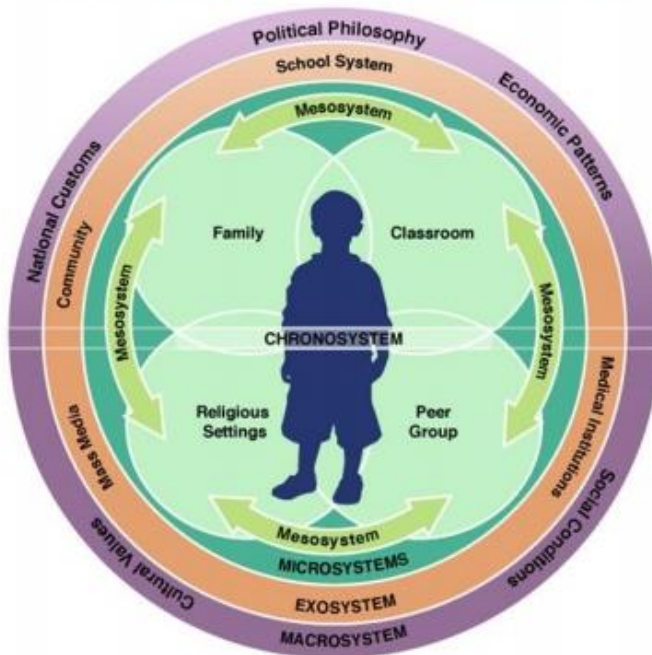
Discussion with participants

2. Mrs. Carla van Deelen, Utrecht University of Applied Sciences, Master Educational Needs

Content:

Teaching young children, age 0-7

Bronfenbrenner's Ecological Model of Child Development



Interaction between environments



- Be ready to leave your comfort zone.
- What makes me a better teacher is to deal with diverse behaviours in the group .

When is behaviour problematic? Whose problem is it? Sequence of events leading to specific behaviour? Your response?

Early childhood development: brain development over time; variability of development stages; and customization of curriculum and teaching approaches.

Diagnostics of child play.

Supporting child's play.

Competencies Master EN (see separate document in PDF)

Discussion with participants

3. Group discussion with students who are taking their Minor 'Young children'

Address

Hogeschool Utrecht (Utrecht University of Applied Sciences)

Padualaan 97, room 5045

3584 CH Utrecht

14.00

Travelling from Utrecht to Alkmaar by train. When leaving at 15:08 from Utrecht Central Station you will arrive in Alkmaar at 16:16. Whenever possible, you can take an earlier train. See that you get the intercity, because then you do not need to change at another station.

Wednesday 04 October

09.00 – 11.30 Small group visits to Heliomare schools. Focus on early years (4-7/8 year olds).
A short presentation of each school, focusing on the student population, school ethos, specific teaching and learning approaches, relationship with parents/caregivers; the voice of the student; supporting and facilitating communication; et cetera. Extra facilities. What are schools proud off?
Class visits and outdoor facilities.
Evaluation and reflection.

1. Address

De Ruimte

Oudtburghweg 3
1862 PX Bergen

Contact person: Henriëtte Pilkes



Roos Breeuwer takes care of collecting you at your hotel and taking you to the school. This may be done by public transport (Hotel Stad en Land to De Ruimte Bergen). Take bus 606 from Central Station Alkmaar to Bergen Eur. School

2. Address

De Alk

Van Harenlaan 23
1813 KE Alkmaar

Contact person: Wendy Kant

Wendy Kant collects you from your hotel by car (twice).





Using pictograms

1. Address

De Velst

De Velst 1

1963 KL Heemskerk

Contact person: Ed Zonneveld

Travelling with the 08:50 train from Alkmaar to Uitgeest. **Hans Schuman** and **Ed Zonneveld** collect you from station Uitgeest at 09:05 by car.



12.00 - 13.30 Lunch and travelling time

1. **Address**

Wijkcentrum Overdie
Van Maerlantstraat 8-10
1813 BH Alkmaar

14.00 – 16.30

Presentation (Hans Schuman: EU policy and practices in EU countries; Project Outcome No. 1) (see also Appendix).

Contents: summary

Early Childhood Education and Care

- Children's first steps into society
- Meeting other citizens, other children
- Meeting role models, the adults around them
- Starting to discover:
Who Am I?
Is it OK to be who I am?
- How do I fit in?

3

UN Convention regarding the Rights of Persons with Disabilities (CRPD) of 2006

- States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an **inclusive education system at all levels** and lifelong learning [for all]
- States Parties shall ensure that persons with disabilities are **not excluded** from the general education system on the basis of disability

9

Ratification by the EU

- The **Member States are primarily responsible** for the content and teaching methods of special needs education (SEN) within their borders, including the curriculum for training SEN teachers or methodologies for drafting individual educational plans. The **EU** complements this by putting at the disposal of the Member States **resources** (through the Structural Funds) for building accessible schools, exchange of best practices on SEN education, staff training or taking measures to eliminate discrimination in vocational training.

11

EU Policies

- The EU itself does not interfere with **how** member states put these ideas and measures into practice. Rather the EU **facilitates** and **supports** projects and research in which institutions from member states **collaborate** in studying and developing examples of good practice, create new knowledge and **learn from each other**.

12

Inclusive ECEC

- Early childhood inclusion embodies the **values, policies, and practices** that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as **full members** of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include **a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential**. The defining features of inclusion that can be used to identify high quality [and inclusive] early childhood programs and services are **access, participation and supports**

13

Quality issues regarding understanding disability (at the level of the society)

- Accessibility (universal design)
- Participation (free movement, right to choose, valued roles)
- Equality (having the same rights)
- Employment (in inclusive settings)
- Education and training (in inclusive settings)
- Social protection (overcoming income inequalities, poverty, social isolation and exclusion)
- Combat health inequalities (equal access to affordable and quality healthcare provision)

16

Structure of the Key Principles for a Quality Framework



Quality within the ECEC setting

- Education and care are combined;
- Stimulating and sustaining **curiosity** in children is more important than formalised learning;
- The curriculum should allow for **both staff-initiated and child-initiated activities**;
- Children should be able to make their **own decisions** about their learning (**co-creation** of the learning process and learning environment);

21

Quality within the ECEC setting (2)

- **Play is vital** for children to gain understanding of their surrounding world;
- **Collaboration with parents** and **shared decision-making** are self-evident; and
- **Children's progress** are monitored, evaluated, documented and shared with their parents/caretakers.
- **Children should be regarded by all stakeholders as citizens with the fundamental rights all citizens have.**

22

Competences of teachers in ECEC settings (1)

The European Commission Directorate-General for Education and Care, suggests

- that there is **no clear profile of agreement** across Europe on the competence requirements for working with young children up to the age of school entry.

23

Competences of teachers in ECEC settings (2)

However, it seems important that they

- have a critical awareness of self and others and the values and principles stakeholders bring with them to the workplace.
- celebrate diversity and take into account the challenges diversity brings.
- reflect critically both at an individual and a collective level.
- collaborate with parents, fellow-practitioners, staff from other disciplines and agencies.
- Understand the local context.

24

Competences of teachers in ECEC settings (3)

That they

- have a positive stance toward ongoing professional development, innovation and improvement which is tailored to meet staff needs and is supported with on-line resources.
- recognise prior learning and experience.
- work at continuously deepening their pedagogical understanding.
- engage in small-scale action-oriented research projects with colleagues and other stakeholders, thus integrating theory and practice.

25

Evaluation of and reflection on the small group visits on Tuesday and Wednesday.
What have we learnt and what do we take with us?



Travelling back to your hotel. See travel planner De Alk to Hotel Stad en Land. Takes about 15 minutes.

Thursday 05 October

09.00 – 10.15 **3 persons** visit mainstream early year setting. Roos Breeuwer takes them there by car. Class visits and outdoor facilities.

1. **Address**

Peuteropvang Toermalijn
Anna Paulownastraat 2
1814 XB Alkmaar
Contact person: Sara van Twuijver

2. 09.00 – 10.15 **3 persons** visit mainstream early year setting. Hans Schuman takes them there by car and afterwards to Heemskerk, together with Meta Streefland.

Address

Peuteropvang Wegwijzer
Stalpaertstraat 3
1813 CG Alkmaar

Contact person: Marian Kroeders. Interpreter: Birsen Buyar. Counsellor and advisor Turkan Alagöz

10.15 – 11.00 Information by counsellor and advisor Turkan Alagöz.

09.30 – 11.30 **4 persons** visit to a combined early years setting, with both children of Heliomare and children of a regular early years setting. Wendy Kant takes them there by car and afterwards to Heemskerk.

3. **Address**

Heliomare Early Intervention
Industriestraat 9
1704 AA Heerhugowaard

Contact persons: Wendy Kant and Vera Jonker

09.30 – 11.45 All **other** participants travel by **train** to **Uitgeest**. See travel planner. **Take the train at 08:50** from Alkmaar.

They are collected by a Heliomare Taxibus which takes them to Heliomare De Velst.

3 participants visit the early years observation and assessment centre at De Velst.

The other participants engage in a dialogue with professionals of Heliomare and Utrecht University of Applied Sciences discussing the research group; Professional Learning Communities; in-service teacher training and continuing professional development (e.g. the Heliomare Academy); collaboration with universities; collaboration with mainstream schools in the region; et cetera. Evaluation and reflection. What have we learnt?

4. **Address**

Heliomare
De Velst 1
1963 KL Heemskerk

Contactpersons: Roos Breeuwer, Marjan Plazier en Annelies Akker

12.00 – 13.30 Lunch, including travelling time
City centre of Heemskerk

13.30 – 16.00 **Presentation** prepared by participants of Christliches Jugendorfwerk Frechen (see also **Appendix 4 Early Test Methods for Kindergarten Teachers**).

Content:

Early Education for children between 0 and 6 years

Definition: “Early education means education of children from birth till start of school. Thereby the term includes every didactical, pedagogical and methodical measure to encourage, guide and

optimise the development of all basic human competences, like language and intelligence, motor function and perception, emotionality and sociality and all corresponding inborn abilities to learn. Early education acts methodically well-planned and is based on interaction with the child implying clear defined didactical and methodical aims of education. Even childcare is part of the early education as the quality of contact (tender etc.) influences social and emotional learning abilities. Through these early experiences the child learns how humans act with each other, what means that thereby children acquire moral concepts and attitudes towards life.”

Source: Handbuch Heilpädagogisches Grundwissen, Hans – Joachim Schmutzler, Herder Verlag.

In **Germany** early education is divided into two different types:

1. General Early Education

Main priority of general early education is the methodology of special education which provides development advancement. These methods are mostly realised in a playful way at nursery schools by extern persons with appropriate vocational training. General early education aims at children between 0 and 6 years who show a cognitive or psychical disability or are in danger of it.

2. Special Early Education

Special early education aims at children with sensory disability, like blindness, visual impairment, deafness or hardness of hearing. This kind of early education is mostly applied in schools by trained special education teachers.

Assumption of costs

In Germany there are more than 1000 facilities and jobs of early education, but with big differences on regional level, for instance there are less centres in rural areas. Paediatrists are mostly the first contacts and they are generally able to mention adequate places nearby or help with searching those places. Parents even may ask the local health office.

If the paediatrist prescribes the treatment it will be paid by health insurance. There is also the possibility to settle the costs on the basis of the Federal Social Assistance Act and the Children and Youth Welfare Act via the social assistance agencies.

The achievements for early education and early detection of children with special needs or in danger of it are legally defined at § 30 of the ninth social code. Because the arrangement of these achievements is not settled with full details, differences depending on every single German federal land are possible.

Source: www.kindergesundheit-info.de

Therapy

Often general early education is supported by different therapies. The paediatrist or the social paediatric centre of the paediatric clinic decides which extra therapy fits on which child. To implement the therapy it is possible that the child visits an extern facility (doctor’s office, a practice for special education or a special centre for the particular matter) or the therapist visits the nursery school or the child’s home.

The most applied therapies in Germany are:

1. Physiotherapy (remedial gymnastics)

Physiotherapy is useful for every type of physical damage, to sustain, improve or re-establish the mobility. Beneath treatments of Bobath and Vojta disability-specific treatment methods are implemented.

Source: Heil- und Sonderpädagogik, Dr. Fred Bernitzke, Bildungsverlag EINS, 2011

2. Speech therapy

Speech therapy describes a medico-therapeutic subject which deals with the functions and disorders of the language and speech system in the widest sense. This includes the area of voice and speech in the sense of articulation, speech and swallowing.

In addition to diagnostic and therapy of disorders of the mentioned areas, prevention and teaching are also an element of the specific field. Various occupational groups are represented in the area of speech therapy.

Source: www.flexikon.de

3. Occupational Therapy

The basic forms of movement developed in physiotherapy are deepened in this type of therapy. Playful behavior and life-practical exercises characterize the procedure. Generally the processes are used according to Kiphard, Ayres or Frostig.

Source: Heil- und Sonderpädagogik, Dr. Fred Bernitzke, Bildungsverlag EINS, 2011

4. Therapeutic Riding

This therapy is based on the positive relationship with horses. The movement of the animal requires a corresponding adaptation reaction from the rider which leads to an encouragement of the system of support and balance. Furthermore horse riding leads to an improvement in overall body coordination.

Source: Heil- und Sonderpädagogik, Dr. Fred Bernitzke, Bildungsverlag EINS, 2011

5. Psychomotricity

The perception of one's own body through playful behavior is a core element of psychomotricity. Because learning, perception and movement are closely linked. Psychomotricity describes this connection as a close and interrelated combination of psychical processes and movement. By now, there are many different approaches to psychomotricity with different focuses and definitions.

Source: www.psychomotorik.com

6. Mototherapy/Motopedagogics

Starting out from psychomotricity, the concept of motology has developed and established as a scientific discipline. Motopedagogics makes use of the close connection between perception, experience and action for learning processes and promotes the development of children and adolescents through their natural movement impulse.

In motor therapy, the perception of the body and of the self-determined action is used for prevention and also for therapy. Especially obesity and ADHD (hyperactivity) are main fields of application of motor therapy, which is also used in working with old and disabled people as well as in the therapy of behavioral disorders.

Source: www.psychomotorik.com

Reflection and discussion

Evaluation of and **reflection** on the small group visits. What have we learnt? What do we take with us?

Information on itinerant and support services of Heliomare for mainstream schools.

5. Address

Heliomare

De Velst 1

1963 KL Heemskerk

Friday 06 October

09.00 – 12.00 **Evaluation** of the study week and school visits, presentations and discussions; **certification**; and **preparation for the next stage** of the project.

What have we learnt? What do we take with us?

Certification.

Preparation for the next phase of the project.



Address

Primair Passend Onderwijs Noord Kennemerland
Hertog Aalbrechtweg 5
1823 DL Alkmaar (Train from Alkmaar Central to Alkmaar Noord)

12.30 – 14.00 Lunch

14.00 Leaving for your next destination.

Alkmaar Noord to Amsterdam Central Station

Best way to travel is the direct intercity to Amsterdam, which means you do not have to change trains.

See travel planner, for example the 14:36 intercity.



Evaluation of the training program

Introduction

Careful attention has been paid to the design of a training program that will benefit the different target groups at the design stage of the training program. Training participants consist of university lecturers, project researchers and pre-school teachers and staff from the partner institutions.

Participants Profile:

ZİÇEV: Project researchers and teachers
 Gazi University: Lecturers and project researchers
 MoNE Ankara Directorate: Teachers
 Hacettepe University: Lecturers and researchers
 Permacultura Cantabria: Project researchers
 CJD BBW Frechen (CJD): Project researchers
 Heliomare: Project researchers

During the evaluation session on the last day of the training, the participants were asked to make a general evaluation of the training and to indicate what was a highlight for them, taking into account the schools visited. All participants were individually invited to share their personal evaluation.



General comments

All participants expressed that the training program met their expectations and was useful. They said that the school visits provided them with a wide range of educational practices and informed them how children, parents, teachers and administrators are working together in the best interest of the child. The group that focuses on the research part of the project stated that they had the opportunity to gain in-depth knowledge about teacher education in the Netherlands and the teacher competencies that are considered important. They also expressed that it was beneficial for the groups to come together and share their experiences every day. Involvement of English-speaking participants and Turkish parents during each visit proved to be very helpful for the participants who did not speak English. Translations were made during the evaluation sessions. Thus, all participants stated that education benefits from equal conditions.

HIGHLIGHTS FROM SCHOOL VISITS

Spanish Group:

- Children's thoughts are considered valuable
- Good communication with children and parents seems in place
- Coaching system for teachers, supporting their continuing professional development

MoNE Ankara Directorate

- Teacher family relationships are effective and good
- Children from different cultures have an equal place in the education system and children continue their education as happy as they can
- Respect for children in the education system
- Teachers have good communication with children
- Functionality of playing materials

German group

- The involvement of parents in education differs from the German system
- Effectiveness of the education system according to individual needs of children with special needs

ZİÇEV Group

- Effectiveness of teachers' selection and supervision mechanisms
- Effectiveness of stimulating the children's education in the family environment at home
- Respecting children's views in the educational system
- Involvement of parents and children in the planning of education
- Considering personal needs of children in their education
- Coaching support provided to teachers
- Giving importance to student-teacher-family communication

Gazi University Group

- Continuing education with common goals and values for all children
- The education system is designed to be simple, functional and effective
- The existence of a system that allows school life and social life to proceed in parallel

Hacettepe University Group

- Training materials are simple and functional
- The effectiveness of the education system that differs according to the needs of children with special needs
- School-family relationships are good
- The qualification of teachers is high
- The main difference of the teacher training system is to provide them with many opportunities to gain field experience through internships from year one onwards
- Happy children, happy families in the education system



Appendices

Appendix 1 List of Participants

Short-term Joint Staff Training in The Netherlands - Erasmus+ KA2 Project
Designing Curriculum for Preschool Teachers Who Work in Inclusive Classroom Settings
Teachers to Teachers Project
Hosting organization Heliomare Research and Development
Date: 2-6 October 2017

	NAME-SURNAME
1	<i>Ayşe Asuman ERDEM</i>
2	<i>Meryem ŞAHİN</i>
3	<i>Zeynep İNCİKLİ</i>
4	<i>Berna SALİHOĞLU</i>
5	<i>Uğur ERSOY</i>
6	<i>Çiğil AYKUT</i>
7	<i>Necdet KARASU</i>
8	<i>Gamze APAYDIN</i>
9	<i>Yusuf Ziya TAVİL</i>
10	<i>Esra Tuğba ÇOBAN</i> <i>SÖYLEMEZ</i>
11	<i>Arif YILMAZ</i>
12	<i>Ramle Gül HAZAR</i>
13	<i>Feyza ÖZKAN</i>
14	<i>Nazan SONGÜL</i>
15	<i>Aynur ÖZKAN</i>
16	<i>Neslihan DURMAZ</i>
17	<i>Şefika BİÇER</i>
18	<i>Suat Bilal AKDAŞ</i>
19	<i>Monika BRÖHL</i>
20	<i>Christoph BECKMANN</i>
21	<i>Daniela Alejandra MENDOZA DE LA FUENTE</i>
22	<i>Silvia ABASCAL DÍAZ</i>
23	<i>Johannes SCHUMAN</i>
24	<i>Wendy KANT</i>

Appendix 2 ICALT Observation Templates

ICALT: Guidance of student-teachers/newly qualified teachers during their everyday teaching Observing student-teachers at work in everyday practice during their internships

Observation instrument developed by the University of Groningen

ICALT is an observation instrument which mentors of student-teachers use to monitor how these students' pedagogical and didactical competences are developing. The observation instrument focuses on observable behavior in real live classroom situations, in particular on: creating a safe and stimulating learning environment for all student; efficient and effective classroom management; a clear and well-structured instruction; intensive and activating learning activities for all children; responding to diversity/adaptation to individual strengths and needs; teaching learning strategies; and engaging all students.

Starting point for coach and trainee

Establishing the student's zone of proximal development.

ICALT3: International Comparative Analysis of Learning and Teaching

The ICALT3 project is a research project on teaching quality from an international perspective initiated by researchers from the Teacher Education department of the University of Groningen (the Netherlands). In this project, researchers from different countries collaborate to study the (development of) teaching quality around the world.

History

The ICALT3 project has its roots in research initiatives aimed at developing and improving the capacity of educational systems worldwide to engage in effective strategies for educational improvement and, particularly, in successful professional development of teachers.

The initiative has a long tradition in studies starting in the mid-1990s and focused on investigating teaching practices of primary and secondary school teachers in the Netherlands and various European countries.

Its predecessors, the ICALT1 and ICALT2 projects founded by Prof. Wim van de Grift provided insights into identifying and measuring effective teaching behaviors at **primary school level**. In the ICALT3 project, we use the measures developed in previous projects to gain insight in (the development of) teaching practices over time across various countries.

Aims of ICALT 3

With an international perspective and a particular focus on **secondary education**, we aim to:

1. Investigate and improve the cross-cultural validity of instruments (observations and student questionnaires) measuring teaching practices
2. Enable the possibility of building comparable teaching quality profiles and identifying stages of teacher development worldwide
3. Better understand the precursors of complex teaching practices (such as differentiated teaching adapted to diverse learners etc.)
4. Document the contexts in which teaching and learning take place in various countries
5. Gain insight into the relationship between teaching practices and student academic engagement (and achievement) in an international context
6. Identify suggestions for effective teacher training and professional development at national and international level.

ICALT SCALE	ICALT OBSERVATION FORM				
	Name student:			Date: (dd-mm-yyyy)	
	Name observer:			Age group:	
	Learning school:			Number of pupils.:	
	Prior eduaction student:		Start training teacher college: (dd-mm-yyyy)		Year of education:
	Information on the ICALT score: 0=mostly weak, 1= more weak than strong, 2 = more strong than weak, 3 = mostly strong.				
	Indicator: the student teacher...				
	SC	1.	shows respect for students in behaviour and language	0 - 1 - 2 - 3	Template 1
SC	2.	creates a relaxed atmosphere	0 - 1 - 2 - 3		
CM	3.	ensures that the lesson runs smoothly	0 - 1 - 2 - 3		
SC	4.	supports pupils self-confidence	0 - 1 - 2 - 3		
SC	5.	ensures mutual respect	0 - 1 - 2 - 3		
CI	6.	gives feedback to students	0 - 1 - 2 - 3		
CI	7.	explains the subject matter clearly	0 - 1 - 2 - 3		
DF	8.	explains the lesson objectives at the start of the lesson	0 - 1 - 2 - 3	Template 2	
CI	9.	gives well-structured lessons	0 - 1 - 2 - 3		
CI	10.	checks during instruction whether students have understood the subject	0 - 1 - 2 - 3		
CM	11.	matter			
CM	12.	ensures effective class management	0 - 1 - 2 - 3		
CI	13.	uses learning time efficiently	0 - 1 - 2 - 3		
DF	14.	clearly explains teaching tools and tasks	0 - 1 - 2 - 3		
CI	15.	asks questions that encourage students to think	0 - 1 - 2 - 3		
DF	16.	involves all students in the lesson	0 - 1 - 2 - 3		
CI	17.	Stimuleert leerlingen om over oplossingen na te denken	0 - 1 - 2 - 3		
LS	18.	encourages students to do their best	0 - 1 - 2 - 3		
CM	19.	encourages the use of checking activities checks during processing	0 - 1 - 2 - 3		
AP	20.	whether students are carrying out tasks properly	0 - 1 - 2 - 3		
		checks whether the lesson objectives have been achieved	0 - 1 - 2 - 3		
AP	21.	adapts instruction to relevant student differences	0 - 1 - 2 - 3	Template 3	
DF	22.	provides interactive instruction	0 - 1 - 2 - 3		
AP	23.	offers weak students additional learning and instruction time	0 - 1 - 2 - 3		
DF	24.	encourages students to think critically	0 - 1 - 2 - 3		
AP	25.	adapts processing of subject matter to student differences	0 - 1 - 2 - 3		
DF	26.	boosts the self-confidence of weak students	0 - 1 - 2 - 3		
DF	27.	has students think out loud	0 - 1 - 2 - 3		
LS	28.	teaches students how to simplify complex problems	0 - 1 - 2 - 3		
LS	29.	encourages students to think critically	0 - 1 - 2 - 3		
LS	30.	encourages students to apply what they have learned	0 - 1 - 2 - 3		
LS	31.	asks students to reflect on approach strategies	0 - 1 - 2 - 3		
LS	32.	teaches pupils to check solutions	0 - 1 - 2 - 3		
	Indicator: the pupils...				
BL	33.	are engaged	0 - 1 - 2 - 3		
BL	34.	demonstrate interest in subject matter	0 - 1 - 2 - 3		
BL	35.	are actively focusing on learning	0 - 1 - 2 - 3		

Appendix 3 Overview of core tasks of student-teachers and their assessment during their internships in primary schools

Utrecht University of Applied Sciences, Institute Theo Thijssen

Core tasks		1 t/m 10
CC1	Nurtures and embraces each child and attend to their basic needs	
1.	Responds to children empathetically and builds positive relationship	
2.	Stimulates and encourages all children and gives them positive and effective feedback	
Assessment of CC1		
CC2	Creates a safe learning environment, be clear of what behaviour is expected and be a role model of how to relate to others in a respectful way	
3.	Responds in a friendly and constructive way to all children in the group and is a role model in doing so respectfully	
4.	Shows leadership and takes initiative to establish rules and learning objectives	
5.	Repeats which behaviour is expected, addresses inappropriate behaviour positively and praises appropriate behaviour	
Assessment CC2		
CC3	Connects to the starting situation of the students, develops learning objectives and selects appropriate content, activities, tasks and learning materials	
6.	Observes and defines levels of development and educational needs	
7.	Exchanges information with class teacher about the children, their individual needs and the programme, teaching methods and activities on offer	
8.	Selects instruction mode, activities and tasks, both for the group and for individual students, which fit the learning objectives	
9.	Selects learning materials which connects to the learning objectives	
Assessment CC3		
CC4	Uses evaluations by others systematically when preparing teaching and learning activities	
10.	Analyses own teaching and teaching activities, asks actively for feedback and learns from it	
Assessment CC4		
CC5	Starts lessons and activities with the students; motivates them and connects to their existing levels of understanding	
11.	Finds out what children already know, connects to their previous learning and interests and shares and discusses the learning objectives with the students	
12.	Motivates, engages and stimulates students and role-models what an appropriate working attitude is looking like	
Assessment CC5		
CC6	Demonstrates targeted and differentiated instruction, making use of relevant (pedagogical, psychological and didactical) knowledge	
13.	Demonstrates interactive whole group, small group and individual modes of instruction	
14.	Demonstrates quality of instruction: level of presentation and explanation	
Assessment CC6		
CC7	Ensures that all students start working and stay focused, making use of tasks and activities which fit the learning objectives	
15.	Explains tasks and activities and uses teaching and learning materials to enhance student engagement	
16.	Signals and addresses disengaged behaviour	
Assessment CC7		
CC8	Supports and guides students during the activities/the lesson, makes use of relevant knowledge and experience, while maintaining an overview and evaluating with the students how the lesson went	
17.	Follows and responds to individual students and guides and supports their working, thinking and learning	
18.	Stimulates students to give words to their thinking	
19.	Overviews both the whole group and individual students and responds clearly and actively to what is going on	
20.	Discusses with the students, at the end of the lesson, both process and whether the learning objectives were met	
Assessment CC8		
CC9	Communicates openly and professionally with adults	
21.	Engages actively with and responds constructively to other adults from a diversity of perspectives and appropriate roles	
Assessment CC9		
CC10	Learns from feedback and reflection, both individually and within a group (of peers)	
22.	Reflects on classroom practice, performance level, the use of relevant knowledge, choices which have been made and activities undertaken	
23.	Asks for feedback regarding performance, choices made and activities carried out and discusses feedback with other people	
Assessment CC10		
Overall Assessment		

Appendix 4 Early Test Methods for Kindergarten Teachers

(Frühtest für Erzieherberufe)

Psychodiagnostic tests are scientific methods for the quantitative detection of demarcated traits. The test procedures are standardized with regard to execution, evaluation and interpretation. As a rule, the test methods allow an objective description of selected personality traits, thus supplementing the information from the anamnesis and the observation.

(Source: Heil- und Sonderpädagogik, Dr. Fred Bernitzke, Bildungsverlag EINS 2011)

1. Diagnostic evaluation scales for the assessment of development and schooling (DES)
(Diagnostische Einschätzskalen zur Beurteilung des Entwicklungsstandes und der Schulfähigkeit (DES))

Source: Handbuch Heilpädagogisches Grundwissen, Hans Joachim Schmutzler, Herder Verlag 2006
Application: 3 – 5 years
Treatment: The DES has been developed in order to be able to promote children in the transitional area nursery school / school as early as possible and in a targeted manner. This assessment also allows a well-founded and competent parental counseling.
Development areas:
Material: Book with work instructions 52 pages, Test sheet

2. Munich Functional Developmental Diagnostics (MFED)
(Münchener Funktionelle Entwicklungsdiagnostik(MFED))

Source: Handbuch Heilpädagogisches Grundwissen, Hans Joachim Schmutzler, Herder Verlag 2006
Application: Children between 0 and 2 years
Treatment: The treatment enables a differentiated detection of the child's development status in various functional areas.
Development areas: Crawling, sitting, running, grasping, perception, speaking, linguistic, social behavior, perceptual processing, statomotics (physical sense of self), self-employment
Material: Handbook, Case with test material, testing sheets

3. Development grid according to Kiphard
(Entwicklungsgitter nach Kiphard)

Source: Wie weit ist ein Kind entwickelt?, Ernst J. Kiphard, Verlag modernes lernen, 2006, www.entwicklungsdiagnostik.de
Application: 0 - 6 years
Treatment: The development grid of Ernst J. Kiphard should not be understood as a test in a strict sense. It is a simple introduction to the development assessment of children.
Development areas: Sensory development, movement development, visual perception, hand and finger gesture, movement and body control
Material: Handbook, development grid

4. The boundary stones of development
(Grenzsteine der Entwicklung)

Source: Ein Frühwarnsystem für Risikolagen, Hans- Joachim Laewn, www.frueherziehung.ch
Application: 3 months – 6 years

<u>Treatment:</u>	"The boundary stones of development" draw the attention of educators into important development and education segments, which, in their course and at the respective age levels, produce certain observable competencies among the vast majority of children.
<u>Development areas:</u>	Body motor skills, hand- finger motor skills, language development, cognitive development, social-emotional competencies
<u>Material:</u>	Evaluation list

5. Test of development 6 months to 6 years (ET6-6)
(Entwicklungstest 6 Monate bis 6 Jahre (ET6-6))

<u>Source:</u>	Handbuch Heilpädagogisches Grundwissen, Hans Joachim Schmutzler, Herder Verlag 2006
<u>Application:</u>	Children between 6 months and 6 years
<u>Treatment:</u>	In comparison to other treatments, the test offers the possibility to record the development of the child at an early stage, namely already with six months old children. Normal developments, development deficiencies and individual strengths can be described in a highly differentiated way.
<u>Development areas:</u>	Body motor skills, manual motor skills, cognitive development, language development, social development, emotional development
<u>Material:</u>	Handbook, Material in case, DVD, testing sheets