

INPRO Training Day *Recording a Child's Educational and Personal Development with a focus on "transition from preschool to elementary school" (2)*

Time	Aim	Content	Method	Material
15'	Warm-up	Communication, Information Exchange	"Human domino": trainer asks group to line up in a queue according to an overall theme (e.g. affinity to outdoor activities) each person in turn has to explain her connection to this theme before entering the line; trainer introduces the day	None
20'	Sketching the issue	Discuss how the issue "interprofessional cooperation" fits in with "recording educational development" for the transition between preschool and elementary school. The interviewer takes notes and may ask the interviewee for clarification (each person talks for about 5 minutes).	Work in pairs, "three-minute-dialogue"; trainer then gathers the presented results on flipchart. Group may add to what has been gathered.	Flipchart, paper, pens.
20'	Familiarize oneself with basic aspects of interprofessionalism.	Exploration of key themes, chances and difficulties. Placing this topic within the theme of observing and recording educational development.	Interactive Input	Beamer, laptop, flipchart, handouts.

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25'	Discern important elements in recording and observing development.	<p><u>The purpose of recording development:</u> <i>What is the purpose and for whom? e.g. kindergarten teacher wants to work on a portfolio for each child, to be handed over to the family and the school at the end of preschool or the medical doctor observes to see whether the child is ready for schooling etc.)</i></p> <p><u>Method and technique for observing and recording:</u> <i>What goes into such a portfolio and what exactly do the contents mean for the further development of the child? What observations are shared between kindergarten teachers and school teachers? What kind of observation/information is important to school teachers?</i></p> <p><u>Approach taken towards recording:</u> <i>e.g. learning stories, portfolio, reports, grading sheets etc. What is the emphasis of each approach and how does it influence the educational and pedagogical decisions taken?</i></p> <p><u>Who is involved and how:</u> <i>How many people are involved in observing and recording? Over what period of time does observation take place? How do the observations made here compare to the observations made, for instance, by the kindergarten teachers who work with the child every day? How are the views and experiences of the parents integrated and/or considered? How are issues of confidentiality dealt with? What if the parents do not want something to be communicated to the school teachers for fear of being disadvantaged in school from the beginning (e.g. child has received special support during kindergarten).</i></p> <p><u>Different styles of communicating what is being observed and recorded:</u> <i>e.g. teachers might be more prone to take a more</i></p>	Interactive input.	Powerpoint, flipchart, handouts.

		<p><i>performance-oriented and achievement-oriented perspective than kindergarten teachers. This might lead to a deficit-oriented outlook. How shall this be communicated? Important to clarify who uses what terminology and does everybody understand what that means? Is there any time for an exchange among professionals and between professionals and parents?</i></p>		
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60'	Exchange of information.	After outlining the above aspects, participants are asked to develop, along the lines of these issues and themes, what they need to communicate to other professionals to clarify to them what they need to know about their way of observing and recording. At the same time, they are asked to note questions about what they need to know from other professions about their approaches to recording and observing.	Small group work, presentation of results in plenary.	Paper, pens. Flipchart.
20'	Become aware of key aspects of establishing partnership with parents.	The importance of partnership with parents: key themes and conceptualizations, central difficulties, experiences gathered in studies, central things to keep in mind.	Interactive Input.	Beamer, laptop.

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55'	Heighten sensitivity for oneself and get a feeling for one's own inner diversity. Gain awareness for conflict resolving approach within oneself, before the background of partnership with parents.	Trainer introduces the conceptualization of “the inner team”. Confrontation with the several voices each of us has inside assessing and commenting on situations we find ourselves in.	“Inner team” (see www.inpro-childcare.eu).	Paper, pens, flipchart.
90'	Train empathy with parents.	Participants try to step into the parents' position and understand their perception of the situation. Confrontation of and reflection on one's own behavior and how this might be perceived from the parents' side.	“Empathy with parents” (see www.inpro-childcare.eu)	None
15'	Summarize key themes of the day, reflection on the lessons learned	Return to Flipcharts, powerpoint, role plays.	Moderated group discussion.	Flipchart, powerpoint.