



INPRO Training Day *International Competencies*

Time	Aim	Content	Method	Material
20 Minutes	Getting to know each other, introducing the theme.	A happy child: Participants select out of a large choice of pictures, their favourite one. The pictures should show a wide range of situations in which children might rejoice: playing, learning, cuddling, establishing records in sports, doing things on their own or in company. Exchange of opinions in pairs and introducing the partner to their views in plenary.	Individual work, pair work, exchange in plenary.	Pictures of "happy children in different situations", cards, pens.
30 Minutes	Expressing own expectations towards the ideal caregiver/educator for children.	The ideal caregiver/educator for young children: Starting from their own perceptions of a happy child the participants try to characterize the person who can support a child best.	Individual work, plenary.	Note paper, flipchart, pens.
90 Minutes	Learning about the education system in the country; Discovering the cooperation between training institution and practical training sites; Learning about the general framework for ECEC services; different pedagogical concepts, the national curriculum etc.	Visiting training institutions for staff in ECEC services: Training institutions preparing staff for ECEC services are chosen to get information about the education system for ECEC staff.	Pair work, exchange in plenary.	Notepaper, pens.

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90 Minutes'	Finding out about the framework for care and education in Early Years services; Finding out about competencies of the staff.	<p>Visiting various ECEC: Participants visit different ECEC services and get observation tasks regarding</p> <ul style="list-style-type: none"> • Rooms and equipment • Daily structure • Offers for different age groups • Pedagogical concept • Meals, hygiene, safety • Cooperation with parents <p>In talks with staff they discover how children are supported, which are the values conveyed and what policy the service follows.</p>	Observation, group work, plenary.	Observations tasks on cards, paper pens.
60 Minutes	Summarizing experiences during visits; Creating a common list of competencies.	<p>International competencies: Participants take notes which help in exchanging experiences and observations after the visit. Starting from their own observations and the list of similarities and differences they have observed in the group, participants draw up a common list of competencies that staff in ECEC services need for their work e.g. using a model to categorize competencies like:</p> <ul style="list-style-type: none"> A) <i>Personal competencies</i> B) <i>Socio-communicative competencies</i> C) <i>Methodological competencies</i> D) <i>Activity-related competencies</i> <p>Participants finally compare this competency list to their expectations towards an ideal caregiver which they have produced at the beginning of the session.</p>	Group work, exchange in plenary.	Notepaper, pens.

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60 Minutes'	Comparing policy of various OECD countries	<p>International studies: To round up the unit, we recommend a comparison of different childcare policies in different countries using recent studies like the OECD surveys Starting Strong; key points could be:</p> <ul style="list-style-type: none"> - Early childhood education and care policy in different countries. - Partnership with educational system. - Quality assurance and improvement. - Training and working conditions. - Staffing and training etc. 	Theoretical input by trainer and discussion.	PPT "OECD surveys and recent studies in the field" OECD study "Starting Strong II".
90 Minutes	Discovering a competency model for intercultural childcare.	<p>The MUTUAL Competencies: The MUTUAL project developed a competency model to show how a caregiver could successfully work in a multicultural context. The material contains an overview on the model and various case studies to illustrate how a certain competency would reflect in the practical environment.</p>	Theoretical input by trainer about the model structure and work in groups on different cases allocated to the competencies.	The MUTUAL Compendium.
30 Minutes	Rounding up the day	<p>Reflecting the day: Now participants return to the picture chosen at the beginning of the training and reflect in the plenary whether their experiences during the training have changed their view of a "happy child" given at the beginning. They thus summarize their learning experiences.</p>	Reflection in plenary, the trainer collects the group's findings on flip-chart.	Chairs in a circle, flip-chart, pens