



Regione Toscana
Diritti Valori Innovazione Sostenibilità



Istituto
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THE TUSCAN APPROACH TO EARLY CHILDHOOD EDUCATION

TO A VIEW ADDRESSED TO 0-6 CHILDREN

5th and 6th December 2011
Florence, Istituto degli Innocenti

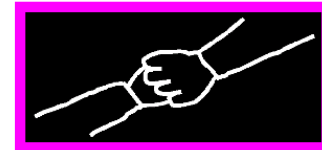


THE DANISH APPROACH TO EARLY CHILDHOOD EDUCATION

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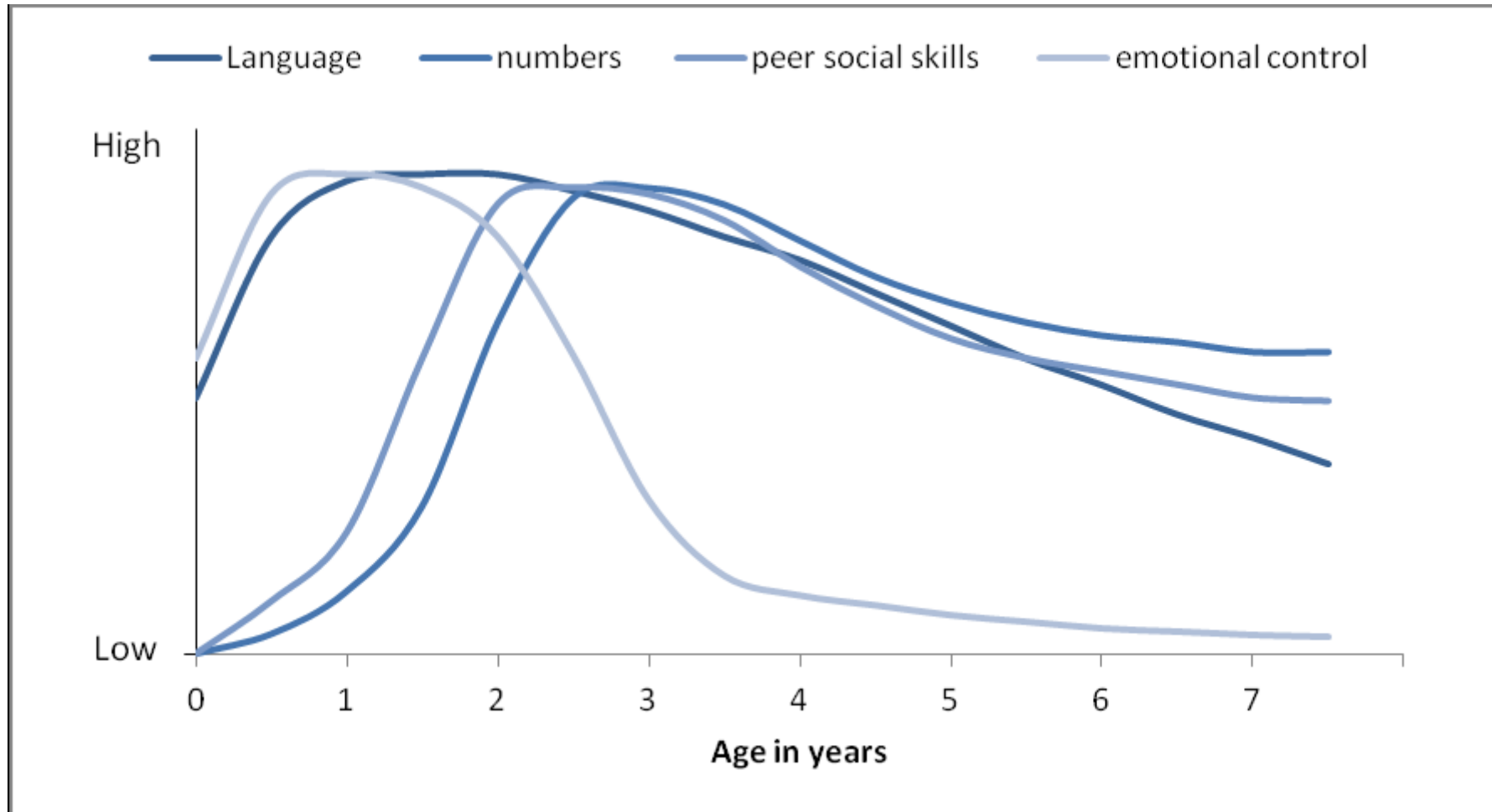
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Test of cognitive ability at ages 10 months and 2 years: an argument for universal access to high quality services (University of Texas at Austin, 2011)

Sensitive periods of brain development



Source: Council for Early childhood Development
(2010)

Danish access levels 2009

12-24 months

87%

24-36 months

93%

3-5 years

97%

Danish quality levels 2009

Percentage of pedagogues:

60%

(51-70%)

Staff-children ratio

1-2 years

1: 3,4

3-5 years

1: 5,7



Act on Child Care (2007)

Regulations on public, private and other sorts of day-care facilities and early childhood education, leisure time centers and clubs for older children

Act on Social Services (1998)

Regulations on social services for children, youth and adults with special needs, fx residential care

Act on Primary and lower Secondary School (1994)

Regulations on public school from kindergarten class (6 years) to 9/10 grade and after school child care

Educational/pedagogical curricula

Since 1 August 2004, all day-care facilities must prepare an pedagogical curriculum. Pedagogical curricula are used for the process of documenting the learning and development of 0-6-year-olds.

It is up to the individual day-care facility to decide how to approach this work, but the curriculum must relate to six main themes:

- * The comprehensive personal development of the child
 - * Social competencies
 - * Language
 - * Body and motion
 - * Nature and natural phenomena
 - * Cultural expressions and values
-

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

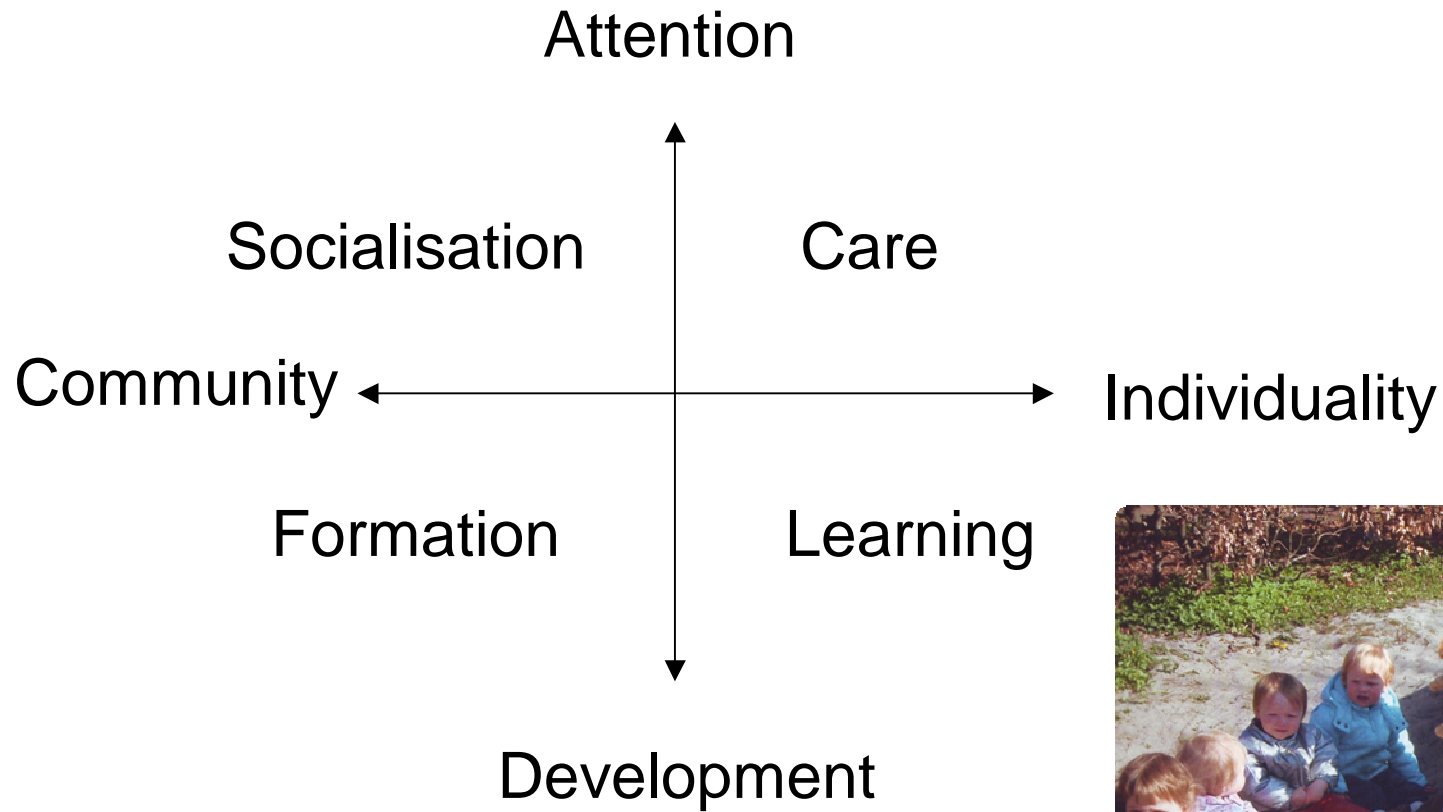
Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

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The integrated life of children and adults

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Creativity, play and cooking in the age-integrated center... all about development and learning as a social co-construction

A well qualified profession is the single most important element for quality - including inclusion and equality

A holistic, comprehensive development of the child demands a holistic comprehensive education of the professional

The image of the child:

The rights of the child

Wellbeing, play, learning and welfare

The image of the professional:

Autonomy, competence, integrity



The Education of the Profession

§ 1 of the act on the pedagogue education – BA level:
The student shall acquire knowledge, insight and competences in order as a pedagogue to take care of developmental-, learning- and caring tasks, that relates to the work of pedagogues on a wide field of work and to acquire the foundation for further education.

August 2007

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Nurseries (0-3)

Kindergartens (3-5)

Age-integrated children-houses (0-5)

Kindergarten-classes at primary schools (6)

Leisure and after school facilities (6-9)

Leisure time Clubs for older children and Youth

Residential care for children and young people

Centres for people with special needs

Centres for those with sight or hearing impairments

Work with refugees

Crisis centres for women and children

Care centres for elderly

Community homes

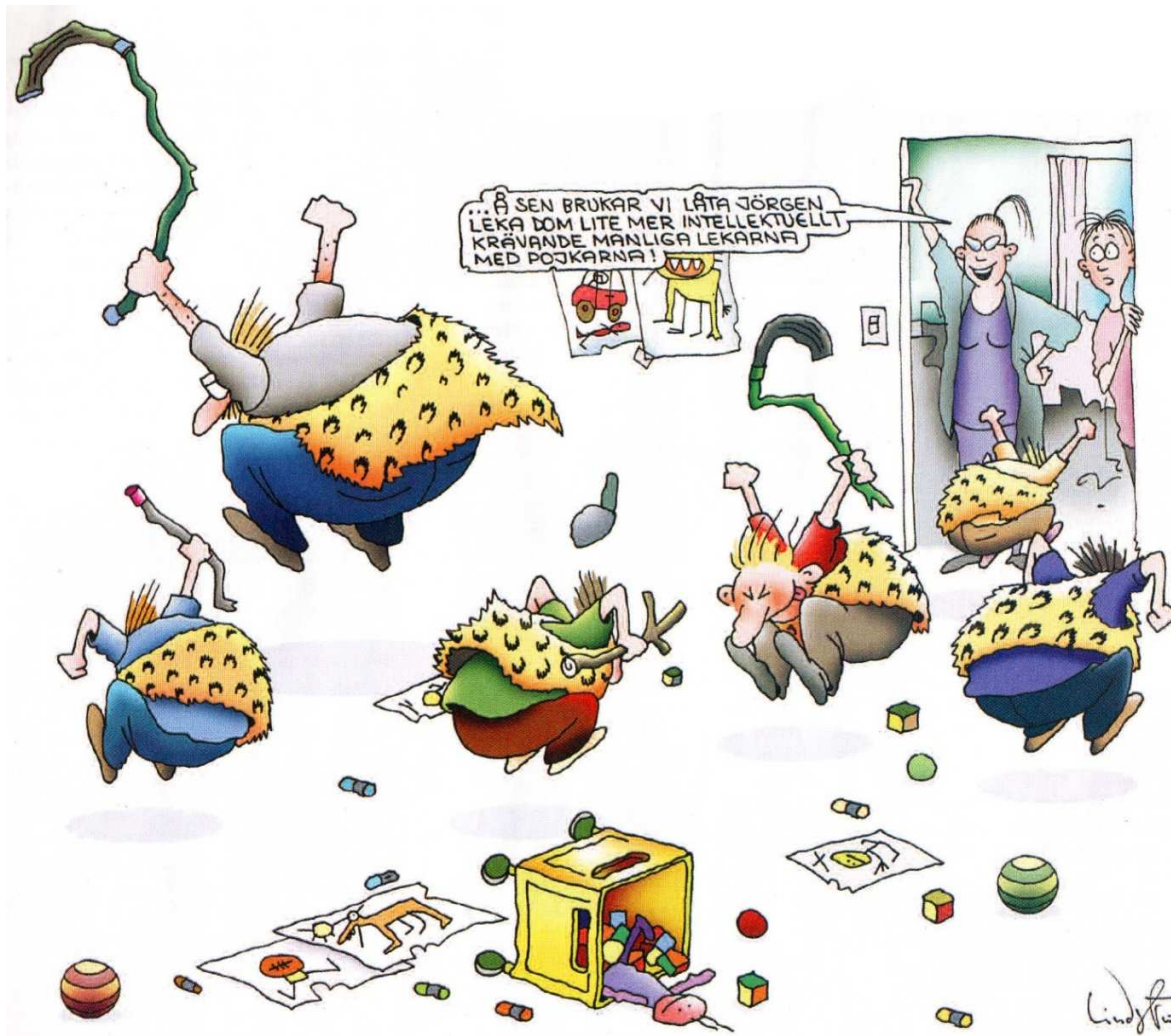
Prisons

Administration and consultative functions



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...and later we ask
Joe to play the more
intellectual demanding
male games with the
boys...

**14% of BUPL's members are
men
25% male pedagogue-students
2011**

Europe's future – it's human capital – the children

Creativity and inclusion – a holistic approach

Social and communicative competences

Lifelong learning and active citizenship

Innovation and entrepreneurship

Participation and democracy

Pedagogical experimentalism

Creativity is more important than knowledge, Albert Einstein said



Bambini in Europa

Una rivista per tutti quelli che sono interessati all'educazione dell'infanzia e che lavorano con e per bambini e bambine da 0 a 10 anni

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What's next?

All early childhood centres has been transferred from the Ministry of Social Affairs to the Ministry of Children and Education by October 2011

What will the implications be?

Schoolification of early childhood?

Teaching replacing playing?

Or higher status of early childhood education and care and the profession of pedagogues?

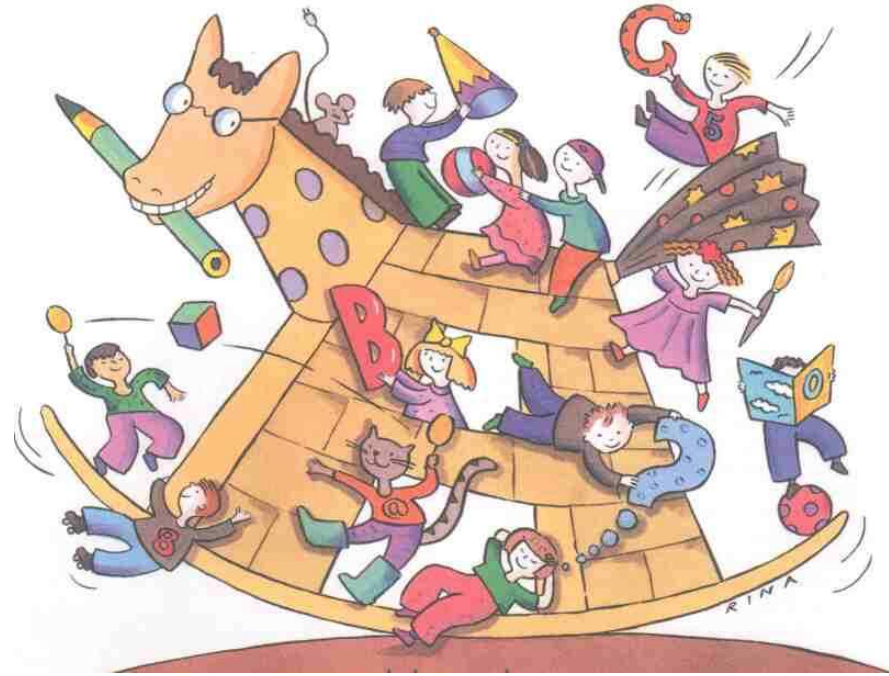
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*Give the children the right
to play, to learn,
to dream, to create
to live and to be*

*Only when children
feel secure
you will see
what the old people
called happiness*

by Carl Scharnberg



Thank You for listening

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B U P L

