Early Education Curriculum in European Schools: the process and implementation

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About European Schools

Are official educational establishments controlled jointly by the governments of the Member States of the European Union.

The mission is to provide a multilingual and multicultural education for nursery, primary and secondary level pupils.

Currently 14 European Schools and 9 accredited schools in 13 EU countries.
About European Schools

• The **European Baccalaureate**, shall be awarded upon completion of the cycle of secondary studies.

• Years of study successfully completed at the School and diplomas and certificates in respect thereof shall be recognized in the territory of the Member States.
About European Schools

• In educational matters, the Board of Governors shall determine which studies shall be undertaken and how they shall be organized.

• The Boards of Inspectors and the Teaching Committee shall approve of the pedagogical principals, curriculum and practices to the Board of Governors for the final approval.
The question about the FUTURE is essential

• What do we think about the future?
• Which skills we think are needed in future for the successful life and society?
• What kind of the image of the child and childhood we have?

There is no absolute truth.
A thought play 1

What kind of children goes on to Primary school?
What kind of children goes on to Primary school?

Healthy, happy, motivated to learn, curious, self confident, communicative, co-operative, tolerant, creative, European citizen
A thought play 2

What does the future hold?
What might children who will start their school 2011 experience? (2011 P1, 2016 S1, 2023 EB, 2028 start their career continuing until 2068)
Personal development
Learning to be

Interactive development
Learning to live together

Attitude, ability and knowledge development
Learning to do and to know

Me and my body
physiological and physical area
To encourage positive development, to be strong and healthy

Me in action
Emotional and psychological area
Preparing to succeed in life

Me and the others
Social area
To cooperate, respect the others tolerating diversity
To build a European culture

Me and the world
Intellectual and cognitive area
Being ready to learn, progress and be creative
The result

Mission of the European Schools

The words which express the essential aims of the European Schools have been sealed, in
parchment, into the foundation stones of all the schools:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is
great and good in the different cultures, it will be borne in upon them as they mature that they belong
together. Without ceasing to look to their own lands with love and pride, they will become in mind
Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to
bring into being a united and thriving Europe.”

Jean Monnet

Why a new curriculum?

- Research and initiatives

Early childhood development and learning have been the focus of extensive research and
initiatives over the past few years and Early education is seen as equal to all other levels of

The general educational principles

- The general principles

Early Education is a fundamental part of life-long education and learning and its central role
is to support children’s growth into ethical and responsible members of society.
Educational principles and the concept of learning in EEC

Key competences
Values of ES education
Diversity of children
Teaching and learning is holistic
Learning by playing
Learning is both individual and communal process of building knowledge, skills and attitude.
The core content

The core content of the Early Education Curriculum consists of four areas, *Me and my body, Me as a person, Me and the others* and *Me and the world*. Every area has three dimensions, *Learning to be*, *Learning to live with others* and *Learning to do and to know* based on learning objectives.
4 Areas, 20 Objectives
ME AND MY BODY

I learn to know, use and control my body and to develop my spatial awareness, motor and sensory skills. I am getting to know about and becoming more responsible for my health, hygiene and safety.

ME AND THE OTHERS,

I learn to communicate and cooperate in a respectful and responsible way. I build up and value my own cultural identity and those of others.
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I learn to communicate and cooperate in a respectful and responsible way. I build up and value my own cultural identity and those of others.

ME AND THE WORLD

I develop my linguistic competences and skills. I develop my reasoning and ability to organise my work. I begin to explore and understand the world. I think creatively.
Implementation – the real challenge

Many differences compared to the previous syllabus:

• knowledge based to competence based
• holictic approach
• project based working
• evaluation of children’s development
A follow-up of the implementation 2014

Big variety between the schools

+ A systematic cooperation, sharing expertise and practice, between language sections and teachers has generally increased

- Systematic focus on proper implementation (support to change of pedagogical thinking, planning linked to the EE objectives, the use of assessment tools and portfolio etc.)

? Induction of new teachers
Implementation is still a big challenge for us

YOUR EXPERIENCES, IDEAS?