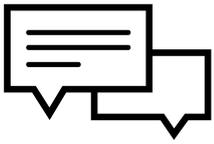


CATALOGUE

OF SKILLS AND
KNOWLEDGE



MUTUAL

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OVERVIEW OF SKILLS AND KNOWLEDGE



1. Skills related to Migration and identity
2. Language and Communication skills
3. Social and emotional skills
4. Skills and methods and communication strategies with parents

INITIAL RESEARCH AND FINDINGS

This Catalogue of knowledge and skills represents the second Output of the Erasmus+ Project: MUTUAL-Multicultural/multilingual learning in early years implemented in 2016-2019. The project joined together five partner organizations from Greece, Czech Republic, Sweden, and United Kingdom aiming to develop and further disseminate the comprehensive response to the integration and inclusion of children with migrant background in the early years and to improve the quality of the practices in early education as well as attainment of vulnerable children in preschools.

The Visibility Study on Migrant/Foreign-Born Pre-school Children in Greece, Czech Republic, Sweden and United Kingdom completed within the project introduced current trends in migration in partner countries. It focused primarily on the situation of children from different cultures or linguistic backgrounds. For this purpose, a qualitative research has been carried out to help identify the problems faced by childcare professionals and to reveal the methods the education practitioners in partner countries are using to support migrant children and parents.

Within the qualitative research, interviews were conducted with five to seven staff in pre-school facilities in each country. Questions were focused on the basic methods, which nurseries use with children in general, and specifically with children with different mother tongue. They also identified the obstacles and difficulties faced by teachers and what could help to integrate these children and parents into society more fluently. ECEC settings, which were examined by the research, vary in the proportion of children with different mother tongue.

The lowest average share was identified in the Czech Republic (13%), followed by Great Britain with a share of 26%, and Sweden at most, with share of 64%. These numbers are significant to our research only and do not have any representative value. But on the basis of these, we can see that there are fewer foreigners living in the Czech Republic than in other partner countries involved, which is also reflected in pre-school education. However, this does not signify the absence of challenges in the Czech pre-schools. On the contrary, the comparatively evident lack of experience in work with this group of children was observed among Czech pedagogical personnel.

Qualitative research has allowed an insight into the routine practices of preschools illuminating the fundamental challenges faced by employees in these institutions. Some of the identified complications are of institutional character and, therefore, it is much more difficult to achieve their improve. Other frequent challenges was embedded in the language barrier both in communication with children and with parents. At the same time, in terms of communication with parents, there was evident the misunderstanding caused by cultural differences. This includes different views on child upbringing and education, a different understanding of the role of preschool education and teachers in it. The language barriers sometimes cause social and emotional problems of children and parents from different cultural environments. The children often experience the stressful situations, feeling of uncertainty and anxiety, which could be even expressed by aggressiveness towards teachers and other children. The language barrier is also the cause of problematic diagnostics of special educational needs. For these cases, it would be useful to have bilingual psychologists, which is rarely possible.

Conclusively, the biggest challenges faced by the pre-school teachers working with migrant/foreign-born children could be reduced by the:

- Training of pre-school teachers and staff **to overcome language barriers** both in communication with children and parents: additional personnel and educational resources provided to pre-schools with high number of migrant children.
- Training of pre-school teachers and staff **to overcome social and emotional problems** of children and parents with foreign background.
- Training of pre-school children and staff in **multicultural education**: understanding different cultures, establishing contacts and strengthening the integration of migrants.
- Stronger **cooperation with local actors** (NGOs, governmental agencies, social and health services) supporting integration of migrants into society.
- Stronger **ties between the migrant and local communities**: activities for parents and children, meeting, workshops, where parents and children from both communities mingle together.
- Activities **to involve migrant parents in pre-schools**: workshops, culture evenings, visits, and trips.
- Support of **pre-school personnel**: providing interpreters, teacher assistants, volunteers from the migrant communities.
- **Exchange of experiences** among pre-school teachers in work with migrant/foreign born children and parents.
- **Enhancement of capacities and competences** of the councils responsible for the identification of the special educational needs and the quality school readiness assessment of children-foreigners.



The **Catalogue of skills and knowledge** describes possible solutions to the above-mentioned challenges and serves as the basis for the country specific training program within MUTUAL project. It contains synthesis of the latest specialized literature, which includes titles in the official languages of partner countries. The second part of the Catalogue deals with the key conditions and skills necessary for education of children from diverse cultural or linguistic background. Further the relevant educational projects related to the same issue are described.

The first part is dealing with understanding of migration and impact on the identity. It focuses also on the socio-emotional aspect the experiences of migration have on young children.

The second part is focused on communication and language development. Besides teaching children-foreigners a new language, the cooperation with parents is a key for a successful integration of children into pre-school. Therefore one of the chapters focuses on methods and communication strategies, which can enhance involvement of parents in education of their children.

This catalogue of knowledge have a framework function to syllabi, modules, subjects, practical training which will be developed in partner countries and puts goals, competencies and contents in the "Catalogue" form. It is expected that schools prepares a plan of implementation of contents or achieving of competences and implementations of goals within shape of implementing curriculum/training programme according to their own needs and autonomy.

KEY CONDITIONS AND KEY SKILLS FOR THE EARLY YEARS PRACTITIONERS

The AIMS

The student will

- realize the importance and the possibilities of encouraging multicultural and multilingual learning with children;
- develop a positive attitude towards multicultural and multilingual learning in early years;
- develop the sensitivity and understanding of social and emotional needs of children in culturally and linguistically diverse early years classrooms,
- develop the sensitivity for the understanding of nonverbal and visual communication with children;
- Develop the understanding of how to use different tools and methods to support the children's understanding of the world around them,
- learn to use basic of non verbal communication;
- follow the principle of equal opportunities and respect for diversity among children;
- follow the principle of process-development approach to educational work;
- follow the principle of active learning and providing opportunities for verbalisation and other ways of expression;
- deepen the knowledge of the factors of positive engagement with parents and cooperation between the nursery and family.
- Deepen the knowledge of the relevant networks and engagement with them.

SKILLS

The student

is able to understand what multiculturalism and multilingualism implies and why does it matter in education.

Is able to understand the importance of respect for diversity and encouraging children to be proud of their language and culture.

Is aware of and is able to use different practical approaches for children to learn the language of instruction and is able to use different strategies of exploring the learning of multilingual learners

Is able to recognise social and emotional problems the children might have and is able to encourage the positive behaviour in children.

is able to involve the parents in the child's learning.

1. MIGRATION AND IDENTITY

The students raise awareness about multiculturalism in early years and the impact on shaping children's identities

Knowledge

Knows the attitudes to multiculturalism relates to changing times and factors such as migration, economic and stability.

Understands the context of the wide varieties of backgrounds and situations of children in their care., is aware of and recognises challenges that families and children in early years may experience, including stereotyping, prejudice and discrimination.

Understands the needs of young migrants from a wide range of contexts of the children in the preschool classroom

Application of knowledge

Describes key stages of how policies about multiculturalism and education have developed and changed in Europe.

Is able to ensure an empathic approach and can also help to mitigate potential bias and stereotyping on the basis of ethnicity, religion, family background and language protected from any form of prejudice or discrimination. He/she is also able to encourage all children to express their diversity in a welcoming environment.

Is able to recognise and address key emotional and social needs of refugees/immigrant children in a range of early years contexts

Attitude (Views, beliefs, values)

Is able to examine his/her own values and attitudes towards multilingualism and multiculturalism is based on the awareness of the children's and children's families needs and the ability to address these needs.

Has the ability to critically reflect the attitudes towards migration in everyday practice and is able to address them.

He or she is of one's own culture, attitudes and values, and how they influence practice. He or she is also comfortable with differences in the way the children interact and learn.

2. LANGUAGE AND COMMUNICATION

The student acquires the basic knowledge of linguistic development of children and the basis of nonverbal communication in multicultural/multilingual early years classrooms.

Knowledge	Application of knowledge	Attitude (Views, beliefs, values)
Knows the way children acquire second language and is familiar with the phases of second language acquisition.	Uses the pointer for supporting children who do not speak language of instruction as their mother tongue.	He or she is supportive and positive in interacting with all children.
Is familiar with different ways of communication and the ways they can support children from culturally and linguistically different backgrounds.	He or she is able to use different approaches to encourage communication of children in the classroom beyond the use specific spoken language.	Positive attitude includes the interest in learning something new, tenacity in learning and the joy of acquiring a new linguistic mode of expression.
Knows the importance and characteristics of simultaneous use of symbolic communication and speech when communicating with children according to the method of signing/gesturing key words.	Understands the difference between gesture communication with young children and the use of sign language, and is able to explain where his or her skills can be upgraded. Explains the importance and describes an example of simultaneous use of sign communication and speech with young children according to the method of signing key words	Positive attitude and respect for the non verbal ways of communication.
Knows 100 to 200 nonverbal clues of of communication	Is able to show the clues Is able to understand simple nonverbal clues Conveys simple messages in nonverbal clues	Positive attitude which involves also an awareness of the integrity of a toddler's perception and expression.

3. SOCIAL AND EMOTIONAL COMPETENCES

According to the numerous research in education, development of social and emotional competences of pre-school children is a key to achieving academic success in school. Moreover, teachers trained in evidence based methods to support social and emotional competences of children in early years can make a substantial difference in child's future development. Therefore, it is important, that teachers in pre-schools are equipped with strategies and activities, which are targeting positive social and emotional growth of children. The strategies described bellows are based on the evidence-based methods developed, tested and implemented by Prof. Webster-Stratton as an integral part of the Incredible Years teacher classroom management program. (www.incredibleyears.com)

Knowledge	Application of knowledge	Attitude (Views, beliefs, values)
Showing children love and care: building positive and close relationship with children.	The activity is compiled of many small steps to making close friendships between teachers and children. For example: greeting children by name, getting to know their parents and siblings, asking about their interests and hobbies,	Getting to know children and parents constitute the basis for supporting of social and emotional competences. Children feel welcome and important, which supports their self-confidence and independence.
Supporting the feeling of safety in pre-school: structuring the classroom environment, establishing day routine, teaching children how to state and respect the rules.	Children discuss the rules in small groups and they set the simple rules for classroom behaviour with teacher's help. These rules are formulated in positive way (instead of „no running in the classroom" is used „use your walking feet"). This discussion should also include the question of why the children understand certain behaviours in the way they did, and also what are the consequences for breaking the set rules.	Children learn what is the role of rules in school, why they are important and train the application of rules in different situations. Moreover children learn how to talk about the rules with other children and teachers, and how to set the group rules.
Encouraging and praising children.	Looking for the occasions when it is possible to praise the child. The praising should be concrete and constructive. Not only the outcome should be praised but also the process. Praising pro-social and friendly behaviours (sharing, waiting for a turn, helping, showing empathy, playing together, greeting)	The positive evaluation of specific activity of the child strengthens self-confidence and the ability to cope with obstacles, failures and breakdowns. Praising children with behavioral difficulties is especially effective in achieving change.

3. SOCIAL AND EMOTIONAL COMPETENCES (Continuation)

Knowledge	Application of knowledge	Attitude (Views, beliefs, values)
Teaching children to understand their own feelings: supporting self-control and dealing with aggression.	Learning to distinguish different emotions by showing and naming face images depicting these emotions. Showing the situations that lead to these emotions by puppets. Reading fairy tales and discussing with children different emotions the characters express during the story and the strategies to cope with negative feelings and emotions.	Children should learn how to name their feelings and emotions and different coping strategies. This will enable them to recognize and deal with their own emotions as well as the emotions of others.
Coping with resistance/ Time Out	Reminding children of negative consequences of disobedience or persistence in breaking the rules. This method should be used when strategies of praising and encouraging do not work. Time Out is used for a repeated aggressive and abusive behaviour. Time Out place (chair, corner, mat) should be located in the classroom, so that the teacher can observe (non participatory) the child's behaviour during time out. The time out should be a quite place without anything (anybody) distracting child's attention (no toys or games) and should last no more then five minutes. Returning from time out should be accompanied by praising at the earliest opportunity.	Children learn, that persistent disobediences, breaking the rules and aggressive behaviours will not be tolerated and should be dealt with.
Establishing good relationships and partnership with parents.	The mutual exchange of information between parents and teacher is important. The teacher should inform the parents about child's behaviour in class. In case of problems the teacher should support parents and suggest possible solution in partnership with them.	Establishing and maintaining good relationships with parents is a crucial part of the overall preschool experience for children, making it an important priority for teachers.

4. METHODS AND COMMUNICATION STRATEGIES WITH PARENTS

One major obstacle facing preschool teachers in a multicultural school is communication with the parents of their enrolled students. There are areas where it is crucial for information to be received and understood, such as rules about illnesses and opening hours and parent-teacher conferences, etcetera. Teachers use Ipads to document the learning progress of the children in pictures as well as writing, to include parents who are less than fluent in Swedish in the learning progress of their child. With the help of interpreters, the staff has produced leaflets with crucial information in many different languages. With the help of native speakers of Arabic, Somali, Tigrinya, etcetera, they have also created QR codes attached to the information leaflets so that for example preliterate parents can scan the code and listen to a recorded voice reading the information on the leaflet. If the parents understand the rules and regulations of the school, they will be more likely to have a positive experience when meeting preschool staff and other parents and feel included in the know-how around their children's schooling.

Another troublesome area was getting the parents to show up for teacher-parent conferences, the problem stemming from lack of confidence in the parents, in terms of language, meeting the teachers. The teachers renamed the conferences, calling them "spring party" or "summer party", and invited the parents to bring food and drink. This changed the attendance drastically and the staff could communicate the information as needed, with the help of interpreters. They created a welcoming atmosphere and a place where the parents felt relaxed and also had a chance to share food and drink from their own culture.

Knowledge	Application of knowledge	Attitude (Views, beliefs, values)
Knows the role of parents in the education of the child.	Can present to the parents the advantages of being involved in child's education and presents them way of how they can support their child. Can present to the parents their role in the process of supporting the child's development - positive attitude education, - careful observation of the child at home and monitoring his/her progress,	It includes the awareness of the importance of a shared responsibility by the parents and the kindergarten for the children's welfare, learning and progress.

4. METHODS AND COMMUNICATION STRATEGIES WITH PARENTS (Continuation)

Knowledge	Application of knowledge	Attitude (Views, beliefs, values)
<p>Knows and respects the parents' right to be informed about the child.</p>	<p>Regularly exchanges information with the parents about their child's progress</p> <ul style="list-style-type: none">- informs them about the child's response about the child's progress in learning- receives information about their child's progress at home- exchanges information on the parents' own experience in sign communication with their children;	
<p>Knows about how important it is to establish good communication with parents and is able to use different communication channels to do so.</p>	<p>The students are able to apply different methods of communication with parents, and are using IT and non verbal communication clues to enhance communication.</p>	

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