



ETEIP, Education and Teaching in Early Years from International Perspectives

This first document is a description of how you describe your Preschool also connected to the project's intellectual outputs. Please fill in and add maps/photos to show different parts. The document is for the coordinator as a base for the development, focus discussion and case studies during the 26 months. This document you can choose to write in your language (Swedish, Norwegian, Spanish or English). This is a living document, during the project you can change/add etc. after each visit in the document, but when/if you change please mark the changed parts with colour.

Manual for Preschool

Name	INSTITUCIÓN LA SALLE
Adress	CALLE BLAS CABRERA, 50
Phone	917050011
Mail to the Preschool	
Website	https://www.institucionlasalle.es/
Social media	TWITTER: @LaSalleInstituc INSTAGRAM: @lasalleinstitucion
Contact persons	FAX 917058368
Mail to Contact persons	brmerino@lasalleinstitucion.es



Photo of the Preschool

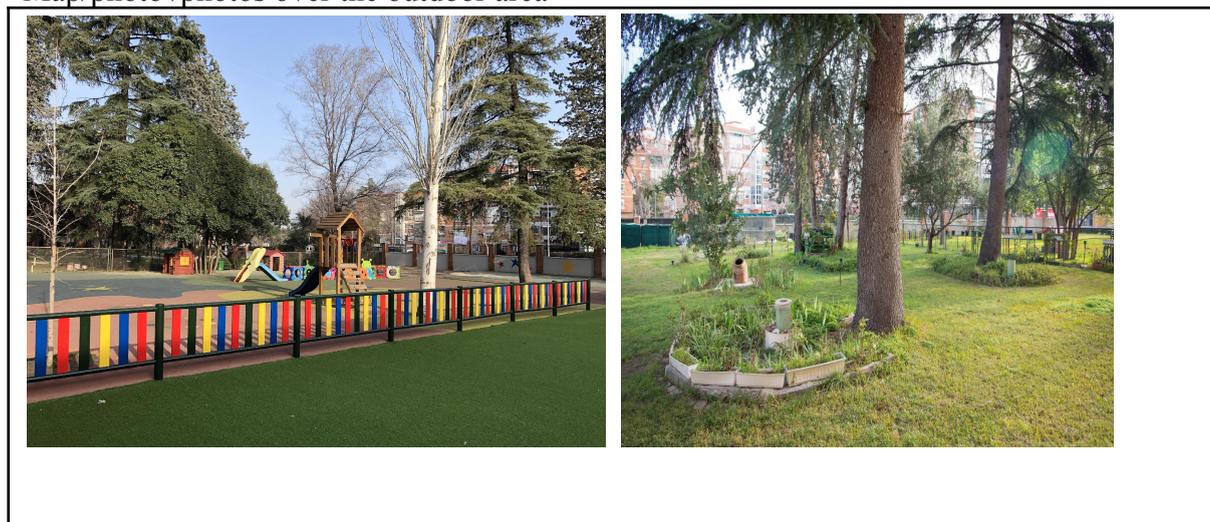


Number of departments	8
Number of children each department, and ratio (example 1:10, 1:8)	26 1:25
Age of children each department (same age or mixed age)	3-6 same age
Further information that is needed	

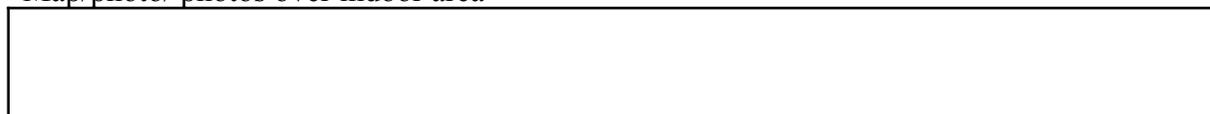


Number of staff	9 + the principal.
Number of staff each department	1
Education level of staff	Diploma of Infant education
Further information that is needed	

Map/photo /photos over the outdoor area



Map/photo/ photos over indoor area



What is it in your setting that you would like to pinpoint (of extra interest) for others?

- Individualised treatment to the student
- The familiarity of the school.
- Learning based on projects.
- Cooperative learning.
- Working by different corners.
- NCA – New Learning Context
- The good teamwork of the teaching staff.



How do you look at your country's educational system in relation to education and your preschool? Structure of the educational system.

Curriculum content and structure

In Spain, Infant education (educación infantil) is divided into 2 stages: first one, from birth to 3 and the second one is from age 3 to 6, Educación Infantil is optional, but almost a 100% of parents do decide to send their children at schools at the age of 3.

Educational contents. Second cycle curriculum (Real decreto 2006. España)

Self-knowledge and personal autonomy

- The body and the image itself
- Game and movement
- Activity and daily life
- Personal care and health

Knowledge of the environment

- Physical environment: elements, relationships and measurement
- Approach to nature
- Culture and life in society

Languages: communication and representation

- Verbal language
- Audiovisual language and information and communication technologies
- Artistic language
- Body language

Second cycle curriculum (Decreto 17/2008, Comunidad de Madrid)

Self-knowledge and personal autonomy

Knowledge of the environment



Languages: communication and representation

- Verbal language
- Approximation to written language
- Approach to literature
- Foreign language
- Audiovisual language and information and communication technologies
- Plastic language
- Musical language.
- Body language.

Legislation, including welfare requirements (welfare requirements can include Child protection, Suitable people, Staff qualifications, training, support and skills, Key person and health. Safety and suitability of premises, environment and equipment and Special educational needs).

Ley Orgánica 8/2013 para la Mejora de la Calidad Educativa (LOMCE). España

<https://www.boe.es/buscar/pdf/2013/BOE-A-2013-12886-consolidado.pdf>

Real Decreto 1630/2006 Enseñanzas mínimas del segundo ciclo de Educación infantil.

España <https://www.boe.es/buscar/pdf/2007/BOE-A-2007-185-consolidado.pdf>

Decreto 2008 Enseñanzas de la Educación Infantil. Comunidad de Madrid.

https://www.comunidad.madrid/sites/default/files/doc/educacion/decreto_18-2008.pdf

Qualifications/Competence (for working with the curriculum)

Grado en Magisterio de Educación Infantil (Early Years Classroom Teacher, Principal of the nursery school)

Reguladas según las siguientes directrices:

Real Decreto 132/2010, de 12 de febrero, por el que se establecen los requisitos mínimos de los centros que impartan las enseñanzas del segundo ciclo de la educación infantil, la educación primaria y la educación secundaria.

<https://www.boe.es/buscar/doc.php?id=BOE-A-2010-4132>



Roles and responsibilities

Principal of the school
Counselor per stage
Early Years Classroom Teacher
English teacher
Special Educational Needs and Disability (SEND)
Parents

Inclusive practice

- School counselor.
- Official sternal departments. (EAT – Early Attention Team)
- Physchomotor practice teacher.
- Cooperative learning.

NCA – New Learnig Context

Children´s perspective (what children´s perspective do you have when you organize, plan and executing an activity)

Respect the rhythm of each child. Not always the activities have a close ending, for this reasons they can spend more or less time enjoying with it, before to go to do another activity.

We do circle times every day. Here children express what they liked and what they didn´t like about the activities, and explain why. With this information we can help to improve and adapt the activities to make them more motivating for them.

Children´s influence (what possibilities has the child to decide, set the agenda, make choices etc).

They have to decide alone or with their partner or team, which corner they want to do first, and they have to control the time to go to all the corners along the day.



Monitoring, documentation, observation and assessment

We propose activities that cause learning. It is very important to observe all the moments of the day, not only at the activities at the corners, also at the outside areas, when they play with the others.

The assessment must be personalized. We write a personalized report of each child explaining its evolution.

We also do teacher evaluations to analyse teaching practice.

Collaboration with parents

This is a very important part of our methodology. We are an open families school, not only for specific activities, but also they can stay with us during the daily routines.

Describe your curriculum in a few short points and describe how the preschool solve this.

Our syllabus is quite accessible, respectful towards the growing of the children. All the aims of the curriculum are reached easily for the majority of the students. Our teaching plan considers acquiring abilities and autonomous skills in order to achieve this aim.

Always being respectful to the individualities of every student.

Other

Curriculum and steering documents

Describe the steering documents you have (from municipality or from your preschool).

The community of Madrid establishes the minimum contents to work on, and includes them in the curriculum.



Annual Teaching Plan (PGA). The PGA is the document that specifies the Center Educational Project for each school year. The conclusions of the memory of the previous year and the relevant aspects that will be developed during the school year.

How do you implement curriculum?

In the curriculum we find the contents to work during the three years of infant education, but we have to sequence them and make a syllabus with the minimum contents for each age.

Describe how you at your preschool organise and discuss teaching and activities, environment and material.

All the decisions we make to carry out the activities are take in group. It is a very participatory, creative crew.

The materials and the environments we use are for a reason, because the aim we want to achieve.

Describe opportunities at your preschool and the impact of this from organisation and practical perspective.

- It is a school that offers a good educational quality throughout the school life of students, we have from infant to professional training.
- Lasalian Catholic school.
- Be part of lasalian network.
- Good installations
- Methodology that favours the autonomy of the children.
- Innovation.
- We have a kitchen in the center.
- PROYDE (ONG)
- Open to the neighbourhood.
- Social needs.



- Continuous professional develop.
- There is a lot of participation from families.

Describe prerequisites at your preschool and the impact of this from organisational and practical perspective

In order to favor the enrollment of the students, there is a criteria to give points to each family depending on: a low renta percápita, closeness to the school or working place, and if there are any brothers or sisters already in the school.

This way of selection is well accepted by the families, because offer the same opportunities for all students to sign up in this school.

Other

Ethos and Values

Describe ethos and values in your teaching (What, How and Why?)

I feel myself as a teacher who like to stay close to the students and their feelings. Every day as much as I can, I try to stay close to them. Because I feel that the teaching practice in this stage involves more feelings than contents.

It is necessary to make them feel safe, happy and provide a pleasant climate for learning.

This closeness must also be offered to families, since they entrust their children to us, the people they love the most.

Describe ethos and values in your own practice (Give examples of this: in routines, planning, photos, policies, meeting legislative requirements, set up of the environment and space, supporting children´s needs and activities).



For me is very important the working team. Take care of my colleagues its important in order to have a strong team. Because alone you can go faster but in a team you can go further away.

I consider that in this stage its very important working on routines, so every day in my class we use to follow the same patron of routines:

- Greeting moment. Every morning is important to greet each child and also plan with them the activities of the day.
- Farewell moment. In this moment we evaluate and close the day, in an oral way.

It is necessary to make them see that each day is structured in the same way, so that they can anticipate what is going to happen.

The different environments (indoor and outdoor) have to be simple and visually clean in order to answer to the different aims we are working with.

I consider that every children have unique special needs, so is very important to know how to see them, and how to guide their learnings. Offering them activities to do their best.

Is very important to take care the way that you speak with them. Happy children learn easily than others.

How do you plan and organise your teaching and activities in relation to children's perspectives?

We try to plan the activities according to the contents that we have to work on, in the most motivating way possible.

The activities are analysed daily with the children, seeing which ones they liked the most and why and which ones the least.

We do many activities where they can get together with children of other ages to enrich their learning.

Spontaneous or planned activities or teaching situations, methods and free- flow play?



The learning situations that arise are used to work on important topics.

From the topics that most motivate them, they are guided to learn the content that we want to work on.

Free play is a very important moment, since it is where you see how they relate to the rest, the capacities of each one and how they move and what they verbalize.

Even if it is free play, it is important to reflect on the material that is going to be offered, since each proposal has a goal.

How do you plan and work with children's ideas and interest? How do you involve the children?

When we work on a project, the first thing to do is ask them what they know about that topic, and ask them what they would like to learn about it. All of this is written on a large piece of paper and placed in a place where they can see it and remember what each one said. And it is taken into account when we sequence the contents to be worked on and the activities to be carried out.

How do you structure your teaching in the class, half group or smaller groups and why?

Some time we do activities the all group together, but most of the time we are divided in smalls groups. Like this we can attend better the individual needs.

We use a lot what we call "Shoulder Pair", which is a partner that is assigned at the beginning of the trimester, and usually for the whole trimester. With this partner, many classroom activities are carried out, but he/she is also the first person who can offer help in the face of a difficulty or hold the hand to go to the patio.

Where and why do you teach, how do you use the environment and material (indoor and outdoor)?

In my opinion, all are situations for learning. Not only are content learned, it is also important to know how to self-regulate and manage the situations of coexistence among



equals. Each child has qualities that can contribute a lot to others, not only of ability but also of personality, and these advantages must be used to help the rest of the children in the classroom.

Space is important, since movement helps content learning. That is why it is necessary to use any space to offer learning opportunities.

It is necessary to offer diverse materials, so that they do not get bored of always using the same ones, and to give them the materials according to the objectives we intend. The more natural and abstract the better, so they will use more their imagination and creativity.

What methods do you use in your teaching and why do you choose these?

We use cooperative learning, making small heterogeneous teams so that students learn skills to work with their peers. They need to learn to agree, to give their opinion, and to reach conclusions.

What material do you use and why do you choose those?

I use different materials, depending on the activity that we are going to carry out. Always taking into account the objectives that you intend to achieve with that activity.

In addition to specific educational material, we use a lot of recycled material, and materials from nature, such as sticks, logs, stones ...

What challenges do you have in your specific teaching?

I believe that it is necessary to continue fighting for a personalized education, where we respect the rhythm of each child, letting them be, grow and mature, offering them challenges so that they strive and overcome each day. We have to change our gaze and know how to see beyond the obvious things. Evaluate children's processes, progress in all aspects, not only in academics, but also in how they strive to overcome their deficiencies or difficulties.

Other



Knowledge and understanding in international perspectives

Describe after each visit these questions below.

Describe your pedagogical approach and how you implement the curriculum (In relation to the pedagogical approach that you use and how you implement the curriculum for example.

Key aspects in the environment and curriculum (your preschool)

Describe what you believe is god practice at your preschool?

What are the same/different from your preschool?

Describe how your preschool work with international and cultural aspects?

Case study impact report on Education and Teaching in Early Years from international perspectives

Development/changes

After the mobility visit (also at your preschool) describe your development and reflections (teaching, children’s perspectives, ethos and values in teaching, different environment in teaching, different materials potential in teaching, reflections etc).



As a visitor, reflections after visit

What

Why

How

Reflections

Other

As a host, Reflection after visit

What

Why

How

Reflections



Other