



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

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Photo of the Preschool



Number of departments	6
Number of children each department, and ratio (example 1:10, 1:8) Age of children each department (same age or mixed age)	1:8/ 0-1 years old students 1: 14/1-2 years old students 1: 20/2-3 years old students 1:25/3-4 years old students 1:25 /4-5 years old students 1:25/ 5-6 years old students
Further information that is needed	Into each group are included students born in the same year

Number of staff	Teachers: 14/ 13 complete working day and 1 half working day Services: 7
Number of staff each department	0-3: first period of infant period: 3 3-6: second period of infant period: 5 Both stages: 5



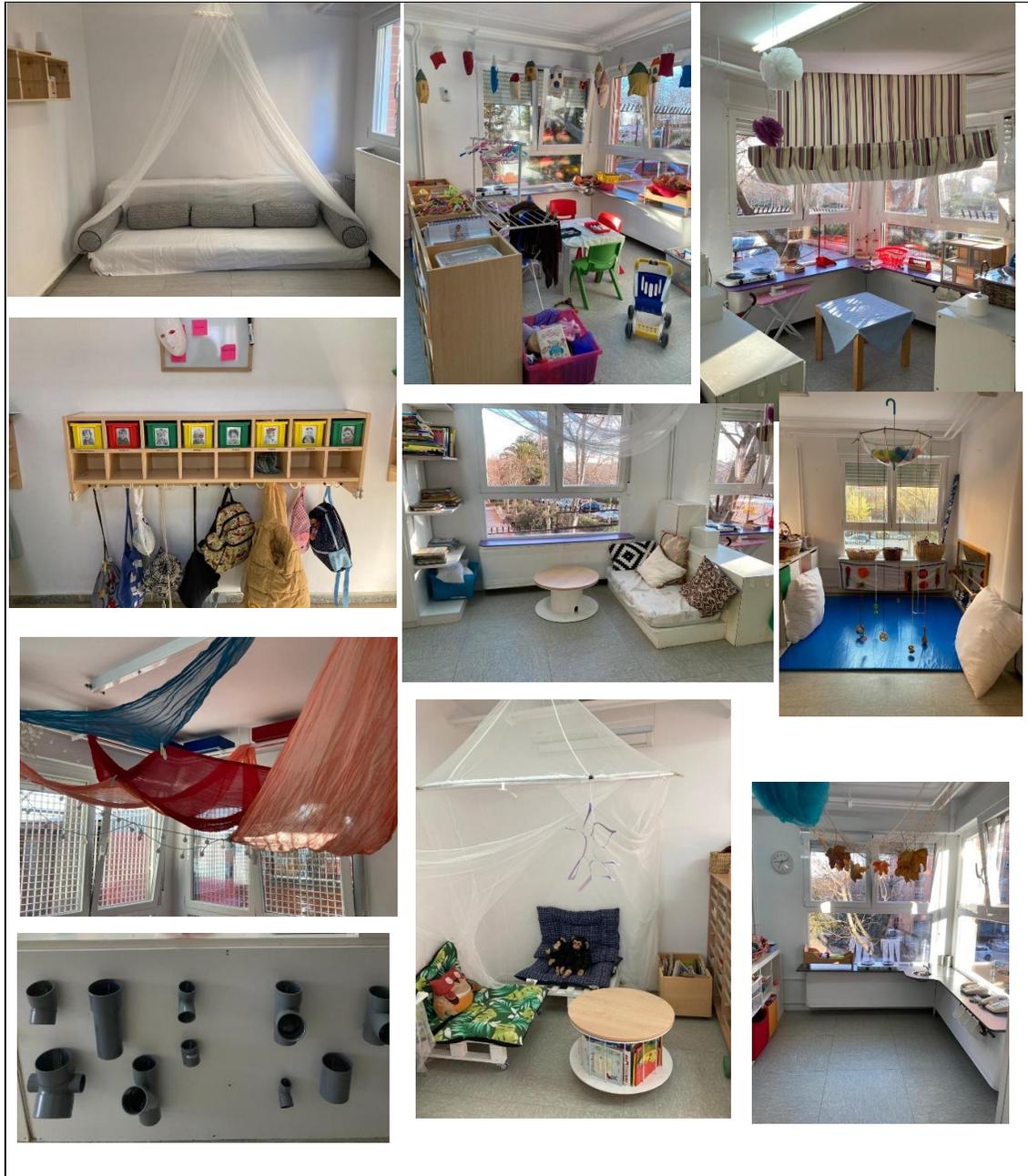
	Principal: 1 Services: 7
Education level of staff	vocational training (specialists in early childhood education) teachers psychologist
Further information that is needed	

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?

The strengths of Zaleo preschool could be: an inclusive approach to support diversity; distributive leadership with good collaboration with staff and parents; a very friendly and relaxed atmosphere and climate at school; teamwork approach of staff and parents; focus on the 'unofficial curriculum' too; pay attention to the culture and ethos of the preschool; staff take a holistic view of the child to ensure their learning and care needs are met; a focus on everyone's strengths: children, professionals, parents; new technology is integrated into the preschool's daily activities; creativity, flexibility, innovation and collaboration are some of the values of our preschool; focus on 'learning by playing' and 'learning with projects'.

S.E.L.F. PROJECT (SHARING EDUCATION AND LEARNING WITH FAMILIES). Inclusive school for families

<http://erasmusfamiliesandschools.blogspot.com/>

<https://www.european-agency.org/sites/default/files/agency-projects/IECE/CaseStudies/IECE%20-%20Spain%20Case%20Study%20Visit%20Report.pdf>

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

<https://www.slideshare.net/tortego1/spanish-education-system-toa>

Central government is responsible for the design of the core curriculum in relation to objectives, skills, content, evaluation criteria, standards and measurable learning outcomes, while the autonomous communities are responsible both for complementing content of the block core subjects and for establishing the content of the subjects considered important by a specific autonomous government.

Education laws simply recognise the ability of the municipal and local governments to assist the State and Autonomous Communities in the field of education.

Preschool period (ages 0-6) is voluntary. It is divided into two cycles: 0-3 and 3-6. In public schools, both of them are free. The only amount families pay is for food service. The state delegates to autonomous governments the responsibility of offering the necessary number of preschool places.



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).

Spanish educational law includes the **child rights approach among the guiding principles of the system**, as established in the United Nations Convention on the Rights of the Child (1989), thus recognizing the best interests of the children in their right to education and the obligation of the State to ensure the effective fulfilment of this right.

The legal text adopts a gender equality approach through co-education. It promotes, at all stages of learning, the effective equality between men and women, the prevention of gender violence and the respect for affective-sexual diversity. The law, also, fosters the educational and professional orientation of students with an inclusive and non-sexist perspective.

There is a transversal approach aimed at raising the results of all students through **continuous improvement of schools** and greater personalization of the learning process.

Lastly, the reform insists from early ages on the need to consider the digital change that is taking place in our societies and that affects educational activities. With the objective of **adapting the education system to the digital advances**, attention to the development of digital competence of students at all educational stages is foreseen in the text, both through specific content and in a transversal perspective.

The fundamental principles of the transformation of the education system are therefore equity and excellence. The law aims to guarantee students, teachers and schools an inclusive and modern model. In this way, schools and teachers can develop strategic plans for continuous improvement.

This law gives more freedom to personalise teaching-learning processes based on each student's needs and therefore, to include all special needs students and adapt curriculum and evaluation to their own possibilities.

Since the publication of the LOMLOE, a progressive implementation period has begun. The law will be fully implemented by the 2023/2024 school year.

Related to Staff qualifications: Preschool teachers are required to have a college degree for the second cycle (3-6) and a professional grade, educators, for the first one (0-3). In public schools (like ours) both, teachers and educators, must also pass a rigorous public service examination.

Regarding inclusion and specific/special needs of students:

The principles of the Spanish education system are equity and quality. The principle of equity ensures that the system pays attention to all the diverse learners' educational needs throughout the whole education process. Teachers, education centres and the regional administrations implement these measures.



Teachers encourage a type of education that is inclusive by using all the resources available to them. These include appropriate methodological approaches, reinforcement of curricular content, teaching and learning strategies and so on.

The types of measures that are implemented in mainstream educational centres include:

– **Ordinary measures**

They have an impact on the school's general organisation and focus on:

- the organisation of the learner groups;
- strategies that favour universal accessibility and enable learners' active participation in their learning process;
- tutor and guidance action;
- the use of spaces;
- coordination and teamwork between the different professionals and collaborators at school and in the classroom;
- external stakeholders' participation in social and educational actions;
- guidance, training and family mediation actions that favour families' involvement in their children's education process.

– **Extraordinary measures**

The implementation of these measures requires prior detection and diagnosis of the learners' educational needs, followed by a psycho-pedagogic assessment report that will lead to:

- more specific actions;
- the use of more specialised resources, not only by the classroom teacher but also with the support of specialised teachers.

Learners with a specific need for educational support can be schooled in:

- a mainstream educational centre;
- an educational centre that gives priority to the schooling of learners with specific educational needs;
- special education centres.

- **Ordinary measures**

The methodology regarding pre-primary education is inclusive and focuses on prevention, with the following features:

- highly experiential and visual;



- it encourages hands-on activities through games, songs, rhymes and workshops in a motivating way;
- it may implement project-based work focusing on a specific topic that is usually prevention-oriented, such as:
 - identification of emotions;
 - phonological awareness;
 - basic skills for co-existence, etc.

– **More specific educational measures**

Whenever tutors detect a learner with any kind of SEN, the following procedure is applied:

- The learner is transferred to the Education and Psycho-Pedagogic Guidance Body for Early Childhood.
- An assessment report is carried out, which usually stipulates ‘slow maturity development’, since children under the age of five cannot undergo any type of psycho-pedagogic assessment.
- A meeting is held with the tutors and the families.
- Guidelines are provided to work with the child both at home and in the classroom.
- Specialised teachers, such as therapy teachers or auditory and speech teachers, are involved.

Qualifications/Competence (for working with the curriculum)

The law, also, talks about a competence-based education, but how are competences defined? They involve:

- knowledge such as figures, concepts, ideas or theories.
- skills: using that knowledge practically to obtain results.
- attitudes: the willingness to act in the face of ideas, people or situations.

Roles and responsibilities

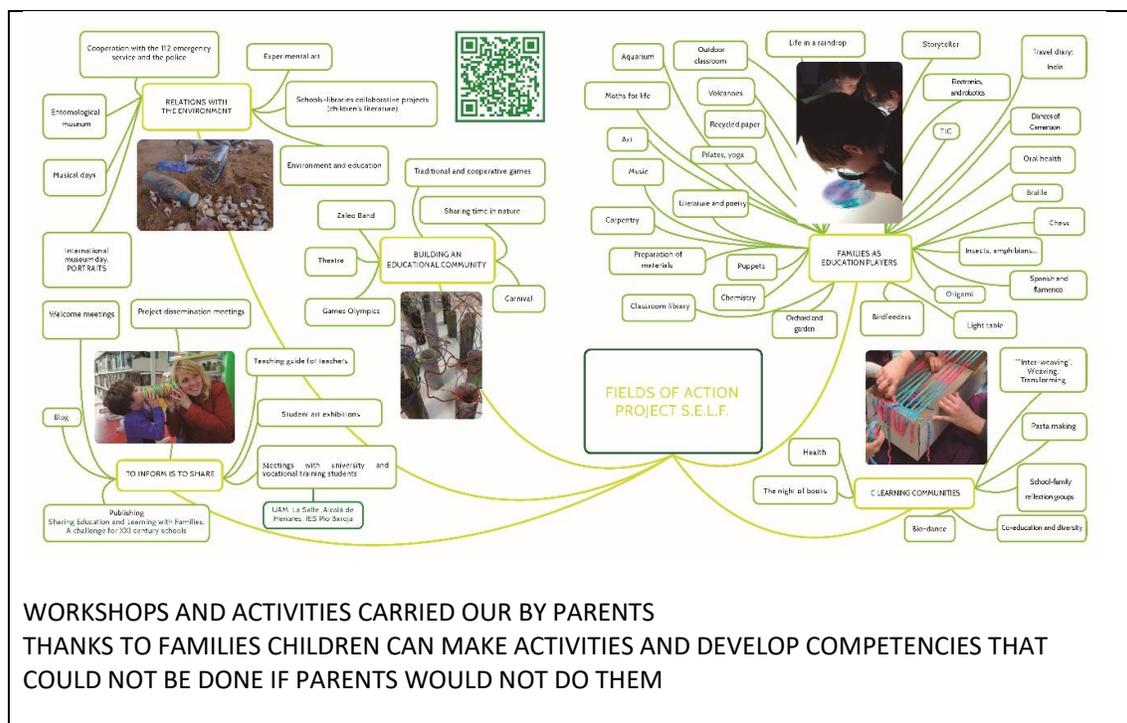
- Teachers and Educators
 - Tutors (6)
 - Workshop responsible (5+2)
 - English’s specialist (1)
- Services staff (7)
- Management team
 - Principal and secretary
- Other Supporters



- Early Intervention and support team (external)
- Families
- Other agents from environment
 - Artists
 - Educational, social and cultural Institutions: Library, bookshops, schools, Neighborhood associations, ...

Inclusive practice

- Ordinary school with an inclusive program for students with special and specific needs
- Encourage the role of families as active educational agents in the integral education of children
- Involve families in the TEACHING-LEARNING processes
- *Recognize local community and be recognized within it
- Develop new competences (for life and curricular ones) in our pupils WHICH COULD NOT HAVE OCCURRED IF WE HAD NOT COUNTED OTHER AGENTS.
- Improve the cooperation and relationship between families and school
- Promote the feeling of contribution on a joint project between families
- Encourage mutual recognition of the role of both families and teachers in the task of education
- Open the school's doors to everyone who wants, needs or can share with us (adults and children) his /her knowledge about something
- Promote the idea that the school should be a place for an adult's lifelong learning as well.
- Give a better answer to our students' needs



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

- child centered education and holistic approach
- cooperation with families in the integral education of their sons and daughters, opening new doors to culture and their surroundings, in a fun, innovative, and affective environment that helps them to happily learn, grow and be visible while contributing as active citizens to society.

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

The main time, is every day at the circle. But we observe and listen to them throughout the time they spend at school.
 Flexibility is our "moto". Then we have to be prepared to change our plans and adapt proposals and activities in order to prioritize and respect their own interests.



Monitoring, documentation, observation and assessment

Evaluation tools about teaching process and organization: Google Drive questionnaires + working meetings for teachers and families
For students` competences: we use observation and evaluation documents with items of curricular competencies and skills for each child + a report every three months for all families at school and a final report for families of departing students+ personal meetings (for request by teacher or family) with each family and group meetings (once every three months).

Collaboration with parents

Families are including in our teaching-learning processes: Workshops, day activities, ...
S.E.L.F. Inclusive project: Sharing Education and Learning with Families:
Why this project?

- "Educating" should not be the exclusive responsibility of educational institutions.
- Sharing of knowledge as a way of learning and developing competences and skills (curricular and for life)
- Nowadays schools need:
Be an opened school (surroundings, culture, art trends, changes ,...)
Be everybody`s school (children, families, teachers, neighbours)
Consider the importance of giving abundant and diverse learning opportunities as much as possible to every girl and boy
- **BE FLEXIBLE** ... organisation, methodology, resources, time, who, where, ...

How work with families?

- Adopting a receptive attitude to families` proposals, treating them as new experts that enrich collective knowledge.
- Assuming the presence of families in day-to-day classroom and school as part of a current practice.
- Supporting them while they are planning and carrying out the activity (resources, method, groups, language, ...)
- Asking them what they know how to do and encourage them to share it

Advantages of this project:

- Promote innovation while building more inclusive pedagogies
- Discover new possibilities of cooperation between families and teachers
- Children develop new competences which could not have occurred if we had not included families
- Teachers` work is more understood and recognized by families
- Cooperation and relationship between families and school improve
- The feeling of contribution on a joint project between families is promoted
- Families support each other and all children`s inclusion gets easier
- Give a holistic answer to our students` needs



For further information:

<http://erasmusfamiliesandschools.blogspot.com/>

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

The aim of early childhood education is to contribute to the physical, emotional, social, and intellectual development of a child. This allows children to be creative, have fun and learn through practice instead of traditional approaches.

We aim to provide children with the educational experiences which develop a positive approach to learning and create a learning environment which is enhanced by making the child feel at home at school.

As we have the handicap of a high RATIO*, we solve this problem, dividing groups into two or three smaller ones. Each group works, at least three times a week with a supporting teacher/educator, in a specific workshop with a methodology of active experimentation. For example, we have workshops related to science, chess, outdoor class, physical development, light table, ...

*FIRST CYCLE: ages: 0-1: 8 children/1 educators, 1-2: 14/1 and 2-3: 20/1 (but we have 3 more supporting educators).

SECOND CYCLE: ages: 3-4: 25 children/ 1 teacher, 4-5: 25/1 and 5-6: 25/1 (but we have 2 supporting educators and 1 more supporting teacher).

Other

Involving families and community members in the TEACHING-LEARNING process

- Develop new competences (for life and curricular objectives) in our pupils
- WHICH COULD NOT HAVE OCCURRED IF WE HAD NOT INCLUDED OTHER AGENTS
- Promote the feeling of contribution on a joint project (teachers and families)
- Encourage mutual recognition among stakeholders of the distinct roles of families and teachers in the task of education
- Promote the idea that the school should be a place for adult's lifelong learning as well (Tuesdays at Zaleo school: shared learning space/time for adults to reflect and learn together)



Curriculum and steering documents

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

Regional Administration Representative of our school is Comunidad de Madrid

Steering documents:

- Educational Project: Aims, values, goals, methodological resources, curricula, context reality, evaluation (school and students), tools for self-evaluation, quality management, school life rules, relationships (children-children, children-adults, teachers-teachers, teachers-families, families-families) ...

How do you implement curriculum?

Designing progressive stages of learning through a holistic and active methodology + flexibility

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

1. Pedagogical teams' organisation:
 - Management team is the main party responsible for pedagogical project at school, but we have other participative structures to be more effective and efficient:
 - we have two cycle teams (one for 0-3 and another one for 3-6), composed by all main teachers of the classes in each cycle.
 - We have a pedagogical coordination commission, composed of the principal and one teacher representative for each cycle, then two people, one for each cycle (0-3 and 3-6) plus the principal.
2. We have twice a month, working meetings (2 hours) for the whole teachers' team. And one a term, evaluation meetings, including teachers involved in each classroom.
3. Twice a year, using Drive questionnaires, we take our self-evaluation and the evaluation about each year planning and objectives.
4. Each scholar year, we distribute different responsibilities among teachers for each activity/project/action/relationships with other Institutions... This way they are in charge of promoting and coordinating in the teachers' team the proper way to carry out each one. It is the best way of involving all teachers in the school project and delegating responsibilities among its members.

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

Our school is a public space for creation, discovery and research FOR CHILDHOOD, but also for FAMILIES, TEACHERS AND OUR ENVIROMENT.



- Our playground is a space to develop imagination, play, express ourselves, discover new things or learn maths, how to write, why not?
- Classrooms are spaces to develop creativity and live new experiences from early years. We use natural or everyday materials to support our work but new ICT skills are developed as well.
- Children can be artists everywhere inside and outside school and learn through fantasy
- Nine years ago, Zaleo school started to use the Park in front of the school as a space always open to the environment. Once a week students work on curriculum, divided into little groups. It doesn't matter if it is raining or cold. There is a year-long plan for this activity (using our environment resources). Public library, streets and other spaces of our neighborhood are used as well.
- Our main hall is used for giving children the opportunity of being connected to the latest art trends. The project: A TREASURE BASKET OF 30 m2.

Main purposes for the above activity, among others:

- Take advantage of an inclusive activity
- Respect diversity
- Present the materials in an artistic way
- Enable children to come in contact with unusual materials
- Play as a learning resource
- Play with freedom
- Give a space and special objects to help develop creativity.
- Have a new observation tool for teachers

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

As a public school, any family can apply for our school. This way, there is a diverse socio-cultural reality that enriches our educational project. The only prerequisite is living in the Region of Madrid.

Other



Ethos and Values

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

Our Ethos:

- Being a public infant education preschool (0-6 years)
- Ordinary school with an inclusive program for students with special and specific needs
- Opened in 1985
- We have received some recognitions for our educative trajectory
 - European recognition as an inclusive school with good practices
 - State award for Quality Schools
 - State award for Creative and Innovative Schools
 - State special Mention for Innovation Projects about Infant Art
 - State award for Scientific projects
 - Regional special Mention for Quality Service
 - Regional award for Using ICT with early ages students and families
- Our Main projects.
 - S.E.L.F (Inclusion of Families)
 - Art in Infant Education
 - Science in Infant Education
 - ICT in Infant Education
 - Outdoor learning

How do we work?

- Child centered education
- Projects
 - Each classroom
 - WHOLE SCHOOL (0-6)
- Importance of triple relation: family, school, community
- Innovation and research
- Commitments with our families and students
- Following current regulations
- Organization:
 - FLEXIBILITY: TIMETABLE, GROUPS, PROGRAMS, EDUCATIONAL AGENTS, INDOOR AND OUTDOOR SPACES, MATERIALS, ...
 - Organization could be different depending on our educational project development and each scholar year objectives
 - Everybody has a responsibility in the teaching-learning process
 - Workshops activities:
 - Teachers, educators, families and cultural agents



What?

Curricular competences and skills and skills for real life (autonomy, be critical, be able to make hypothesis, social values, ...)

Why?

WE HAVE DECIDED TO BE AN OPEN SCHOOL IN SEARCH OF CONSTANT IMPROVEMENT

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).

The values and ethos that guide our educational work are, among others:

- To respect the complete inclusion of children with special educational needs, setting up the convenient resources.
- To individually deal with each child's needs, respecting the levels of maturity and emotional development by means of a holistic and procedural methodology.

- To educate children about the equality of rights, overcoming any type of discrimination.
- To respect diversity, based on acceptance of the different races, cultures and ethnic groups.
- To develop innovative projects which allow us to evaluate and make public our practice.
- To promote the participation and collaboration of the families to contribute to the better attainment of the educational objectives.
- To educate in values: education for life, peace, health, as well as respect and appreciation for their natural environment.
- To guarantee the integration in our environment through cooperation with the other institutions of the neighbourhood.
- To team-work as a key factor to unite the group when assuming common goals.
- To evaluate in order to improve and adapt to the most progressive educational currents and to the needs of our society.
- To collaborate with the families in a comprehensive education, opening our doors to culture and our surroundings, in an enriching, recreational and affective environment which helps students to grow up happy and be visible in today's society.
- To share our experiences and open the school to other environments. As we do in this ETEIP project.



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

In each classroom or school project, each day, children are offered the opportunity to create, express themselves, make themselves heard and felt at school and, most importantly, also outside school by means of activities such as exhibiting paintings and sculptures, doing scientific experiments, etc., in the library, cultural centres, museums, etc. This enables the school to fulfil its goal: to make today's children visible.

The school has a specific plan for diversity. It is understood as a global and integrative action of the school to adapt the educational response to the learners' characteristics and cater to everybody: those with learning difficulties, those with a higher capacity or motivation to learn, as well as those whose diversity has more to do with their social or cultural environment.

In this way, the school tries to give a response to all the learners, to establish curricular and organisational measures to adapt the curriculum to the different needs learners may have, to organise the different groups so as to carry out ordinary and specific support measures, and to efficiently use all the resources the school has, with special emphasis on resources from families and the social, educational and cultural background of the school.

Diversity always has to be present when planning educational action in pre-school: children from 0 to 6 years are so different that it is essential to start working with the differences. Every child will learn if they have help. However, this help cannot be the same for the whole group, but will depend on the needs that are detected in each of its members.

From this approach, the school talks about individualisation of teaching. This is understood as the process by which, starting from the analysis of the learners' individual characteristics, it integrates educational action from the concept of the child as a 'global and unique person'.

For the Zaleo school team, educating in diversity means adopting a model which facilitates the learning process of all children. It is therefore necessary to find solutions for organisation, methodology, adaptation of the curriculum, etc., in order to give the most adequate, diverse and creative response which facilitates the optimal development of each learner's competences.

The curriculum focuses on developing different competences. To this end, the school offers a multitude of projects and classroom activities focused on giving all learners access to learning from different activities and approaches.



Zaleo's organisational structure is:

- Flexible: organisation must be a tool at the service of curricular decisions. It creates a general action framework, but evaluation must be continuous so problems can be detected and solved.
- Functional and participative: organisation should be such that it allows and facilitates the attainment of the planned objectives in each yearly didactic programme, in collaboration with the early intervention team and including the presence of other educational agents in the school, such as the families or others from our social and cultural setting.

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

Flexibility is our Motto! Everything and everybody has a space in our school. There are many opportunities for learning from someone and in any time and place.

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

Using their ideas as contents for activities. Planning motivational activities, fantasy, ... taking into account their preferences.

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

There are times in our schedule for: small group, half group, whole group, mixed groups, the entire school, ...
School projects, classrooms projects, workshops, night at school (for older students), night at the farm, the morning outdoors, ...



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

Outdoor/Environment: one of the values and principles guiding the educational work is to guarantee integration in the environment through co-operation with the neighbourhood's services and institutions.

As the school is small, it uses community resources as they belong to the school. So we like to consider our school as OPEN school. It develops local learning communities and promotes close collaboration in daily activities with the local community, e.g.: artists, library, park, cultural centres, etc. As, we said, the school is a space for creation, discovery and research for children, families, teachers and the environment.

Public spaces are being used as educational spaces. We have an opened door school philosophy. Including since 2015, having an outdoor class in the public park in front of the school. This outdoor class is planned and used by all students from 2 to 6 years old, one morning a week. In this special classroom, we have natural materials and resources which can be used to learn in a different way and give us the opportunity of diversifying learnings.

Zaleo, prioritises the idea that education must not be limited to educational institutions. It is possible to learn in any space and in society. In order to do so, a connection and co-operation between families, schools and the community are crucial.

As we know that outdoor spaces are very important, we use our playground as a place to promote new competences during children play time on it. We have included new materials for symbolic play, music and sounds, ...

Indoor/classrooms and common areas: There are different spaces inside the classrooms. We make efforts for them to feel like home:

- Special corner for morning meetings and story times
- Cozy corner for the library
- Places for storage
- Renew spaces from time to time considering the needs and learning goals for all children
- Different spaces are organized and enriched with materials that help children to encounter learning opportunities throughout the day.
- Materials will be organized so children can interact with them. Materials are organized so children can find what they need when they need it. This helps children know "I can do things on my own."
- Materials distributed in the different spaces, are meaningful. should answer their needs and preferences (depending on each age).



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

1. Listen to families and involve them in the teaching-learning processes
2. Active observation of our students needs and behavior
3. Listen to children every day
4. Adapt situations and activities in order to make them accessible to children with special needs. Teachers must ensure that this particular student body will be able to participate and benefit from other adults' contributions in the learning process.
5. We promote activities in which certain demographical situations (language barriers, low levels of education, etc.) become an opportunity for integrating families affected by social or cultural disadvantages. As well as guarantee gender equality.
6. We will contribute to engage environment as the third educational agent.

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

We take into account that materials shouldn't show gender stereotypes in order to promote equality of gender roles, made of natural materials (like wood, pebbles, pinecones, twigs, leaves, barks, branches, seeds, shells, bags to smell, ...), if possible, non-plastic ones.

Other kind of materials coexist with natural ones in 2-6-year-old children classes: structured materials: puzzles, memories, letters, books, painting, logic blocks, pens, pencils, kitchens, scales for weighing, rulers for measuring, ...

We consider that natural materials should be an integral element of a child's play. They benefit a child's early years' experiences by stimulating their creativity and imagination. Natural materials are easily accessible and encourage children to learn about nature.

The different textures, smells, sizes, colours and sounds attributed to natural materials, make them ideal for sensory play. Natural materials can be combined, moved, lined up, taken apart and put back together again. Natural resources encourage children to observe more closely and use all their senses.

Natural materials are open-ended materials as they can be used by themselves or with other things. They can also be used in our natural settings (like the one in front of the school) and encourage outdoor play and discovery.



Related to other more structured materials, they are used to help children learn how to solve problems, work toward an individual or collective goal, or improve new skills and competences. This category of materials is also useful for learning how to cooperate within a team and develop stronger communication skills.

Balance structure and unstructured materials is the Key. Both, structured and unstructured play are important for a children's wellbeing and growth.

What challenges do you have in your specific teaching?

- The most important one is working with high RATIO levels.
But there are other ones like:
- Encourage emotional, social, physical, creative and new skills and competences of our early aged students
- Provide a safe and stimulating environment in which children could feel happy and secure like at home
- Promote the welfare of children
- Encourage self-confidence
- Create diverse opportunities for playing
- Encourage children to explore, appreciate and respect their environment
- Provide new opportunities to stimulate their interest and imagination
- Extend children's abilities to communicate ideas and feeling in a variety of ways
- Encourage the role of families as active educational agents in the integral education of children and involve them in the teaching-learning processes
- Recognise the local community and be recognised within it
- Develop new competences (for life and curricular ones) in our pupils which would not be possible without other agents
- Improve co-operation and relationships between families and the school
- Promote the feeling of contribution on a joint project between families
- Encourage mutual recognition of the role of both families and teachers in the task of education



- Open the school's doors to everyone who wants, needs or can share knowledge about something with them (adults and children)
- Promote the idea that the school should also be a place for adults' lifelong learning
- Give a better response to learners' needs.

Other

We have a public commitment:

WE HAVE DECIDED TO BE AN OPEN SCHOOL IN SEARCH OF CONSTANT IMPROVEMENT AND OUR MAIN OBJECTIVES MUST BE:

COOPERATION WITH FAMILIES IN THE INTEGRAL EDUCATION OF THEIR SONS AND DAUGHTERS, OPENING NEW DOORS TO CULTURE AND THEIR SURROUNDINGS, IN A FUN, INNOVATIVE, AND AFFECTIVE ENVIRONMENT THAT HELPS THEM TO HAPPILY LEARN and GROW, BE VISIBLE WHILE CONTRIBUTING AS ACTIVE CITIZENS TO SOCIETY FROM THEIR BIRTH.

To achieve this commitment, we need:

- A Holistic approach of the curriculum
 - Child centered education
 - Respect for every child's individual needs
- Give Importance of triple relation: Family, School and Community
 - Respect diversity
 - Promote participation and engagement
 - Include families as educational agents and other external ones
- Look for innovation and an education of quality
 - "Workshop" methodology. Divide the groups in smaller ones.
 - Self-evaluation and families' evaluation
 - Use Indoor and Outdoor spaces and resources
 - Qualified educational workforce. Continuous training



Knowledge and understanding in international perspectives

Describe after each visit these questions below.

VISIT U.K./NORWAY/SWEDEN

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.

Our reflection about the visited schools include the importance they give to maintaining a child-centred and developmentally appropriate approach to the increasingly diverse needs.

We highlight the idea of values are the most important aspects in the Curriculum. Children should know their rights and be aware they all have them.

The real challenge for Swedish pre-schools, and really for all of the schools involved in ETEIP project, is to integrate all needs of all students.

Another important idea is considering children as real members of the society from the moment of their birth. Schools only have to prepare them and give them the possibility of developing skills and competences to better develop this right.

Key aspects in the environment and curriculum (your preschool)

We need our environment as a space with natural materials where we can learn in a different way with non-structured materials.

Describe what you believe is good practice at your preschool?

Distribution of cozy spaces in order students could feel like at home, feel save and happy.
Give importance to the environment

What are the same/different from your preschool?

Despite the variety and flexibility in implementation of pedagogical practices, we find similarities with Zaleo school in all the schools we have had the opportunity of visit. Curricular guidance focus on play. In addition, all countries involved in this project indicated that it is important to meet children's individual needs, and we all have a belief that children learn and develop in different ways. Hence, age- or developmentally appropriateness is regarded as important in an international pedagogy perspective.



Describe how your preschool work with international and cultural aspects?

In recent years, involvement in diverse European and national projects has made our model open, flexible and shared with the whole community. Travel and participate in job-shadowing experiences have been the best options for learning from the best practices.

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

Development/changes

After each 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

Distribution of cosy spaces indoor and outdoor.
Give same importance to outdoor and indoor spaces.
Work on a home-atmosphere at school

Why?

in order students:

- could feel like at home, feel save and happy
- could explore and learn in different ways with different opportunities
- could use more natural materials
- could stay more time outdoor



How?



We have introduced at our school some ideas, from U.K., Sweden and Norway, in order to improve reading corners



and sensorial big trays, from U.K., to facilitate manipulation of different natural / non-natural material and other proposals that can be better motivated using this kind of support.



Outdoor learning ideas from Sweden and Norway, to give more importance to our outdoor environment. We don't have a forest but we have open areas close to our school

Work on autonomy with our students, from Norway.





Reflections

From an international perspective, and the diversity of the schools involved in the ETEIP project, it could be said that Diversity always enriches experiences and has to be present in the planning of the educational action, above all, in Pre-school system. Children from 0 to 6 years are so different that it is essential to start working from the differences.

Every child is going to learn if they have help, but this help cannot be the same for the whole group but it will depend on the needs that are detected in each of its members and on the social, cultural and personal context.

The best international approach could be to start from the analysis of the individual characteristics of our students. Each the child should be considered as a “global and unique person”. This consideration is always important any country and, also, when we refer to children with special educational needs.

Other