



Ethos and Values in preschool education

Intellectual Output 2

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Ethos and Values

The questionnaire can be used as a manual: first write down your own thoughts (each professional or student) then discuss and reflect together in your work team or with other colleagues. Are your thoughts the same, can you compare with other experience (look at the videos about the preschools in the project). Finally try to find what you stand for in this matter and how it is related to the curriculum or standards?

Questionnaire ETEIP- Support to reflect on details in the practices

Values and ethos in teaching and care

- a) What basic values (approach) are important in teaching and care?

- b) How do you relate ethos and values according to gender / gender equality?

- c) How do you treat girls and boys depending on gender and how often?

(Always, Often, Sometimes, Rarely, Never)

- h) What approach (s) is important to fulfill children's needs and activities?

- i) What democratically principles are important in teaching?

Respect, Power, Control, Equality, Rights, children's needs, Responsibility, Caring, Rules, Safeness (security), other options:

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Preschool manual ethos and values

In the "Preschool Manual" these questions are mentioned to describe the preschool ethos and values more deeply and a part of the preschool manual. In this manual the work teams describe their preschool in different parts. These questions can be used as an individual and with colleagues. Use the manual by first write down your own thoughts as professional or student (first two questions).

Discuss and reflect together about what you and your colleague have written in your work team or with other colleagues. Are your thought the same, can you compare with other experience (look also at the videos about the preschools in the project or their manuals what they wrote). How are yours and colleagues' answers related to your curriculum etc.

Finally try to find common grounds for the ethos and values.

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

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).

Describe how you reflected on the discussion about your and others ethos and values in teaching and care (What, How and Why?)

Describe how you reflected on the discussion about your and others way of describing the 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).

Describe what you can decide as a common base for your ethos and values in teaching, care (What, How and Why?) and practice

Ethos and Values in the preschool education

In the project all participants have written their own texts about Ethos and values, work team text to describe what their preschool stands for. In the focus group interviews this question has been on the agenda from each mobility and job-shadowing. Below the project show some examples how the preschools describe how they look at ethos and values. The result below shows how different we are looking at the question, how we describe it and what you choose to implement in a text. Read and think about how you or your preschool describe.

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

England

SCCN

The school is the only maintained nursery school in Kingston upon Thames. The school opened in 1971 and is in the centre of a large local housing estate. The school accommodation is well maintained, facilities and resources are of a high standard, and there is an extensive outdoor learning environment. The Nursery has undergone several renovations and upgrades and most recently the outdoor area has been updated and improved. Every head teacher during the past 25 years has had a passion for outdoor learning, special educational needs and supporting families in need. This very important ethos is recognised by every family who has attended the school over its 50 years. Staff and Governors themselves once parents of children at Surbiton, have supported the school throughout many of the changes it has seen from its start in 1971. Maintained Nursery schools are part of the government's pledge to deliver high quality to the most deprived areas for children who need the very best start in life. <https://www.gov.uk/government/publications/maintained-nursery-schoolscontribution-to-early-years-provision>

There is a diverse community, and this is something the Nursery is very proud of. The school has a rich history and was originally part of a primary school for local families. When the school closed in the late 1960's the Nursery was built and set up for local families to ensure high quality early years education for young children. In the 48 years there have been many changes including the name of the school from Surbiton Hill Nursery School to Children's Centre Nursery when the sure start centres were built. Children's Centre agenda was under the name of Sure Start and had documentation around Every child Matters <https://www.gov.uk/government/publications/every-child-matters> The latest research shows that family and a family centred approach is essential for good outcomes for children. As a school we have been interested in the following research to understand why the Early years are so important. First 1000 days commissioned by the House of Commons Health and Social Care Committee. The first 1000 days of life, from conception to age 2, is a critical phase during which the foundations of a child's development are laid. If a child's body and brain develop well then, their life chances are improved. Exposure to stresses or adversity during this period can result in a child's development falling behind their peers. Left unaddressed, experiences, such as abuse or conflict between parents, can stay with children throughout their lives, can cause harm to them and to others, and might be passed on to the next generation. Individuals with four or more adverse childhood experiences (ACEs) are at a much greater risk of poor health outcomes compared to individuals with no ACEs. They are also thirty times more likely to attempt suicide. Intervening more

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actively in the first 1000 days of a child's life can improve children's health, development and life chances and make society fairer and more prosperous. Enhancing the ability of services to support and empower parents and families to take care of themselves and their children is vital, but not sufficient. Social stresses—poverty, poor housing, and unstable employment—act against the ability of parents and families to create a safe, healthy and nurturing environment for their children. Improvements in service provision will only provide a 'sticking plaster' if the circumstances in which some of this country's poorest children grow up do not improve. We call on the Government to consider the needs of the most vulnerable families in all its policies across all departments. Our local area is very diverse, and we are known as one of the poorer areas within the council. This is called a super output area and means that families living locally are living on the lowest income. Within primary schools they would receive Free School meals. This indicator shows that families are below the poverty line. Within our cohort there are parents of children in the current cohort who themselves attended the nursery as young children. Who have fond memories of their time there and who feel the values and ethos are still as relevant today as they were then? Many of the families choose to attend the nursery because of its excellent reputation within the borough and it is held in very high regard amongst the community and the local authority. Our core values are about ensuring that all children have access to high quality learning through play and that they will make progress and thrive. "Every Child, Every Chance, Every day" - this is our school motto Every child will make progress and become curious and purposeful learners. Every child will enjoy a rich and stimulating environment, where all children and families feel included, secure, and valued. We recognise that play is the most powerful medium for learning in the early years and to provide rich and stimulating first hand experiences. Every child will be celebrated, and our curriculum will build on what children already know and can do. Every child will be encouraged to develop a positive attitude and disposition to learn. We aim to establish trusting relationships to enable effective partnerships between staff, parents, and carers to develop the child's full potential.

Norway

SHP

From the Kindergartens Act:

"Section 1 of the Kindergarten Act "The kindergarten must, in cooperation and understanding with the home, look after the children's needs for care and play, and promote learning and education as a basis for all-round development. The nursery school must be based on fundamental values in Christian and humanistic heritage and tradition, such as respect for human dignity and nature, on freedom of spirit, charity, forgiveness, equality and solidarity, values that are expressed in various religions and views of life and which are rooted in human rights. The children should be able to express creative joy, wonder and a desire to explore. They must learn to take care of themselves, each other, and nature. The children must develop basic knowledge and skills. They must have the right to participation adapted to their age and abilities. The kindergarten must meet the children with trust and respect and recognize the inherent value of childhood. It should contribute to well-being and joy in play and learning and be a challenging and safe place for community and friendship. The nursery school must promote democracy and equality and oppose all forms of discrimination."

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From the Framework Plan:

"The kindergarten's value base must be conveyed, practiced and experienced in all parts of the kindergarten's educational work"

Our core values are the same values that are highlighted in the Act on Kindergartens and in the framework plan. The kindergarten's participation in the values project led to a focus on the following values

Spain

EZ

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
- 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

EZ 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?

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- Child centred education
- Projects: Each classroom and 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 etc.
- 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

ILS

We feel as a teacher who like to stay close to the pupils and their feelings. Every day as much as we can, we try to stay close to them. The teaching practice in the early years 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.

Sweden

SGP

A professional approach to children, colleagues, and parents (caregivers) and the assignments and goals prescribed for the pre-schools apply to all children regardless age, gender, ethnic, cultural, and linguistic background

The values of the pre-school include basic values, understanding and compassion in daily activities that integrates care, education and learning with a holistic approach.

Basic values are needed for children when they are learning to interact and communicate with other.

Ethos and values are also about understanding others and building relations. With the results from collaborative reflections, regarding similarities and differences according to ethos and values in the curriculum frameworks set out by each country

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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.

BP

We have huge respect for ethos and values and children's integrity. We have a lot of discussions about how we meet up people, how and what we talk about, you should always be professional but understanding at the same time. Standard creativity is all about this, we respect and welcome differences we think it make us more humility.

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).

England

SCCN

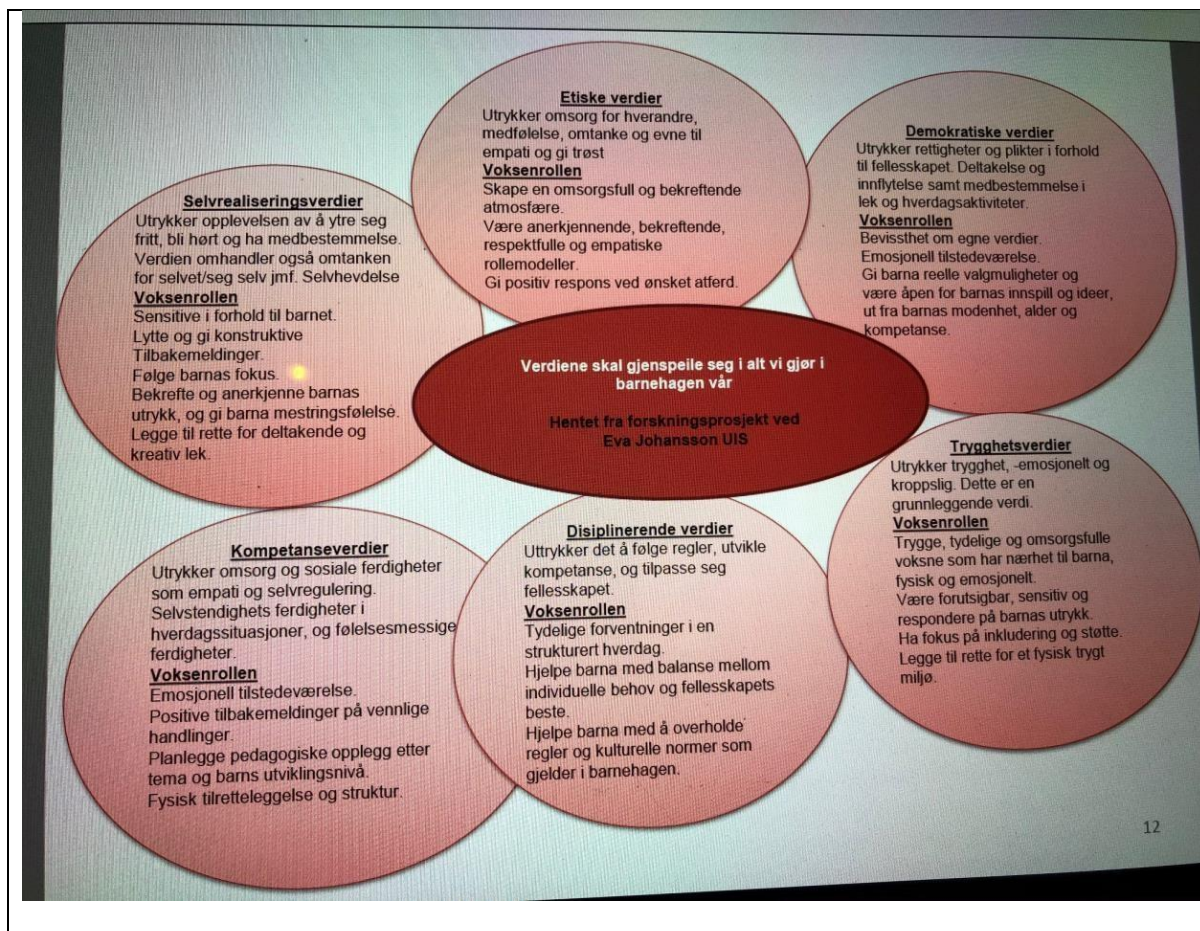
Our pedagogy and ethos: Here follow a comprehensive guide to the range of pedagogic concepts and strategies used at Surbiton Children's Centre Nursery that underpin our everyday practice. Methods used within the setting across the age ranges and in all parts of the school. These have been refined and developed by staff over many years and have been adapted through training and by adopting both older principles as well as the most up to date research and findings. At all times the staff have a reflective attitude and continue to learn themselves and this enables them to create a rich and varied curriculum and a stimulating environment. One that inspires, allows children to explore, be curious and be challenged. Our approaches ensure that every child can reach their full potential, have authentic experiences, be outside and be happy. This in turn allows us to support the whole family; advising, creating positive relationships, and empowering them to understand their child's learning journey. We aim to enthuse children to have a love of lifelong learning. Every child, every chance, every day!

Norway

SHP

We have with us the core values described in the legislation. In addition, we must emphasize and work according to the well-being value that promotes the child's development and coping experience

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Spain

EZ

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.

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- 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 teamwork 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.

ILS

It is very important the working team. Take care of my colleagues it's important to have a strong team. Because alone you can go faster but, in a team, you can go further away. We consider that in the early years it's very important working on routines, so every day in the class we use to follow the same patron of routines:

Greeting moment. - Every morning is important to greet each child and 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 the children to 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) must be simple and visually clean to answer to the different aims we are working with. I consider that all 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 how you speak with them. Happy children learn easily than others.

Sweden

SGP

We have great respect for children's privacy and for each other in the work group. We talk a lot in the working group about how we treat children/adults. Norm creative work is very much about understanding each other's differences, each other's values and integrity.

We work with the consent of the children, for example we always ask the children before we take pictures and that we encourage the children to ask before taking pictures of each other. We ask the children during nappy changes, dressing and when we help the children. For example, we work with stop my body and discuss that we must always ask each other before we touch each other. We have

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a changing environment that we adapt to the needs of the child/group. When planning the environment, we look at children/children's groups, interests and through discussions with the children.

BP

We work a lot with consent with the children, for example we always ask the children before we take pictures and that we encourage the children to ask before taking pictures of each other. We always ask the children when changing diapers, getting dressed every time we help the children. We also work a lot on stop my body and discuss that we always must ask each other before we touch each other. we have a changing environment that we adapt to the needs of the child/group. When planning the environment, we look at children/children's groups, interests and through discussions with the children

- Through the course of the project, we have realized that the proximity to nature and the freedom to explore it with the children, among other things through the right of the public, creates an opportunity for us that is not obvious in other countries.
- How we see the children as citizens of our democracy and value their opinions and include them in decisions that affect them in their everyday life. We also plan our activities, both activity and environment, based on their thoughts and interests.
- Our work with equality and how we challenge norms and stereotypes.
- How we value children's play and the learning and teaching through it.
- In our work with integrity among preschools, we have developed to teach children to say "stop my body" to also ask "okay with you" to create a culture of consent and we also use adults as good role models

The frameworks, approaches we have and how we treat each other and take care of our environment in the preschool have been discussed with the children. The children's thoughts and ideas are important in all parts of the education.

In the staff group, regular discussions are held about norms, values and about the grounds for discrimination and our Safety Plan. We believe that work with norms and values with children needs to start in the staff group. There we see what we ourselves carry with us and that shaped us.

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