



DECEMBER

1

15:30 – 17:30 CET

Session 2

WHAT ARE ALTERNATIVE
PATHWAYS TO ADDRESS
CRITICAL ISSUES RAISED
BY MAINTAINING SPLIT
ECEC SYSTEMS?

CHALLENGING THE SPLIT SYSTEM IN EARLY CHILDHOOD CARE AND EDUCATION

EMERGING PATHWAYS | Experiences from Belgium, France, Italy and the Netherlands

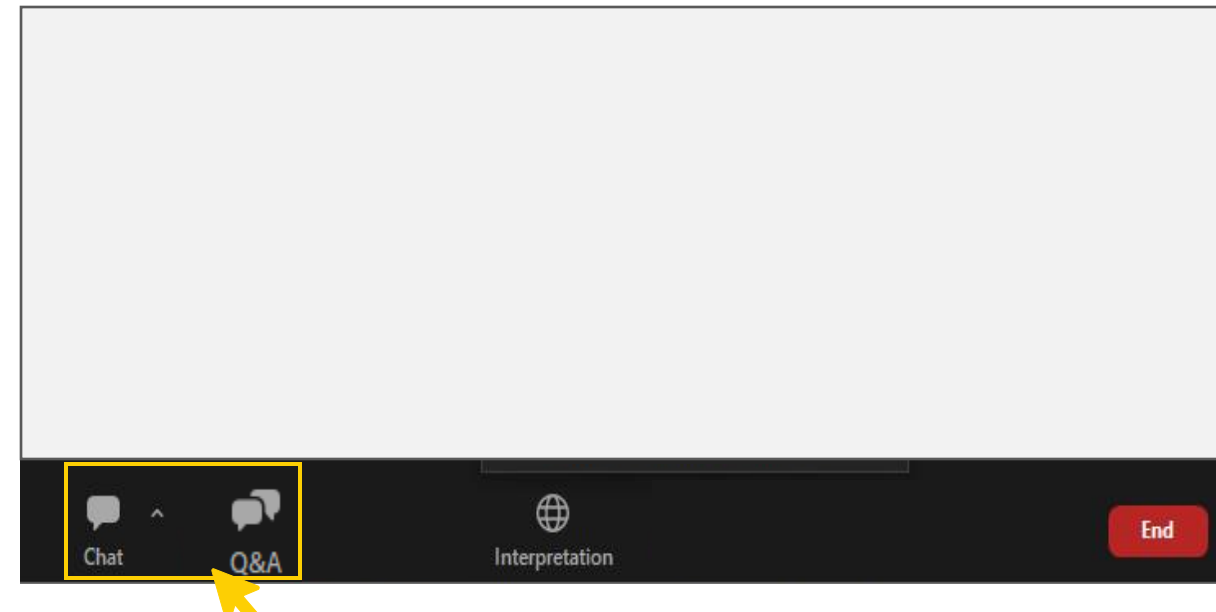
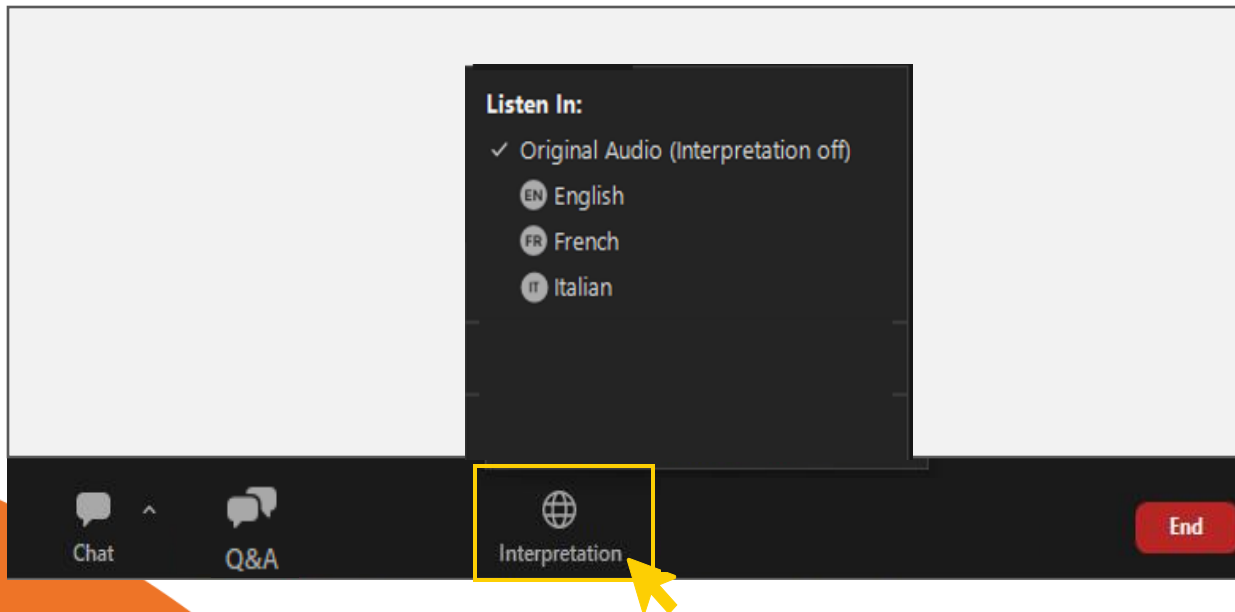


Ensuring Warm and Inclusive Transitions

Practical information

Choose the language of your preference

Post your questions and comments





Ensuring Warm and
Inclusive Transitions

AGENDA | What are alternative pathways to address critical issues raised by maintaining split ECEC systems?

- **Summary of the first webinar** – Michel Vandebroek, Ghent University, Belgium
- **Shared continuing professional development initiatives for 0-3 educators and 3-6 teachers in Italy** - Tullia Musatti and Mariacristina Picchio, Institute of Cognitive Sciences and Technologies - National Research Council, Italy
- **The experiences of *actions passerelles* and *classes passerelles* in France** - Sylvie Rayna and Pascale Garnier, Sorbonne Paris Nord University, Experice research laboratory
 - **Discussion** - Led by Michel Vandebroek
- **Findings from the Integrated Centres in the Netherlands** - Ruben Fukkink, University of Amsterdam, and Pauline Slot, University of Utrecht, the Netherlands
- **Emerging pilot projects on the integration of care and education in Flanders** - Kathy Jacobs, Governmental agency "Opgroeien", Lobke Van Lombergen, Ghent University, and Marie Housen and Florence Pirard, University of Liège, Belgium
 - **Discussion** - Led by Elke Verdoodt, Adviser of the Minister of Welfare, Health and Family, Flanders
- **Conclusions** - Michel Vandebroek, Ghent University, Belgium

INIZIATIVE DI FORMAZIONE CONTINUA CONGIUNTA TRA EDUCATORI 0-3 E INSEGNANTI 3-6

Tullia Musatti & Mariacristina Picchio

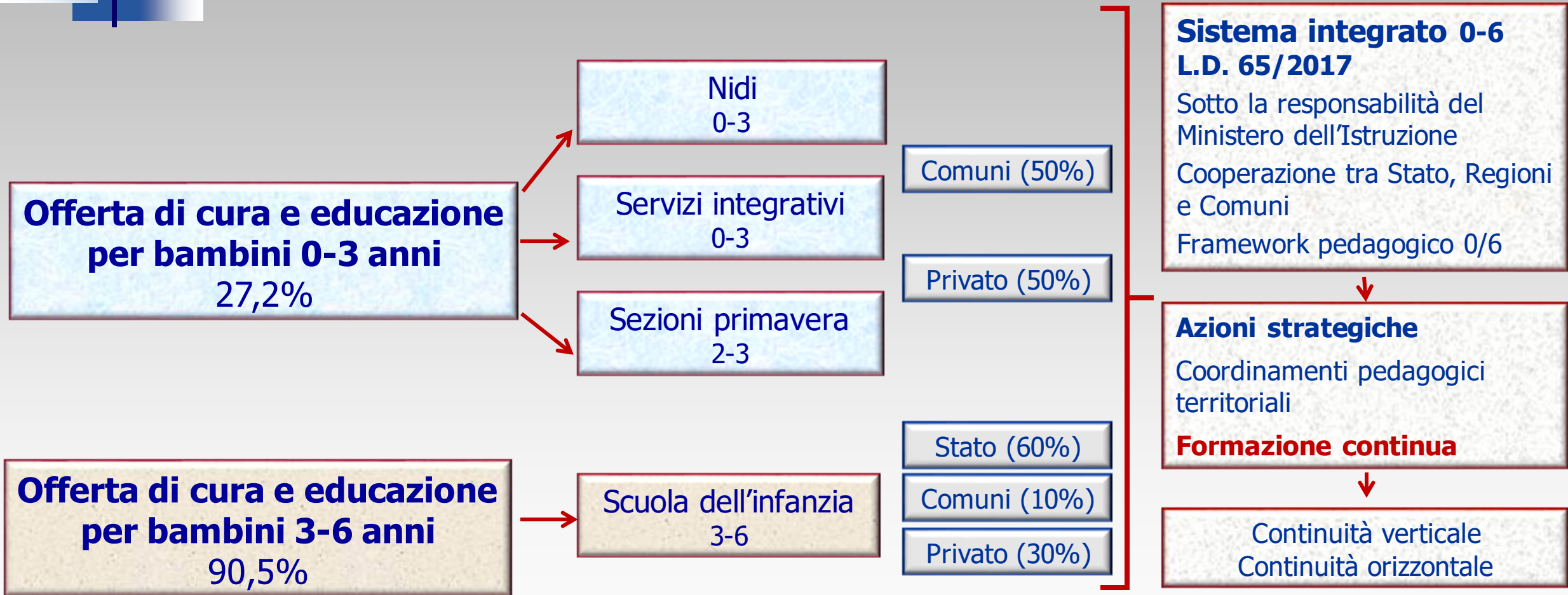
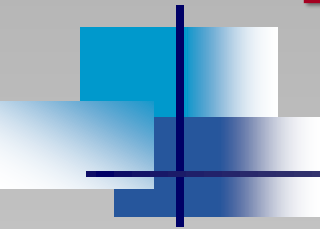


*Istituto di Scienze e Tecnologie della Cognizione
Consiglio Nazionale delle Ricerche-CNR*

Challenging the split system in early childhood care and education

1 dicembre 2022

Il sistema di cura e educazione per l'infanzia in Italia





Realizzare iniziative di formazione continua congiunta: quali questioni implicate? (1)

Differenti approcci pedagogici

Settore 0-3

- Una prospettiva educativa sviluppata attraverso l'analisi delle pratiche
- Un approccio olistico: riconoscimento del valore educativo di ogni atto di cura

Settore 3-6

- Importanti contributi innovativi (Montessori, Malaguzzi, Ciari, etc.)
- Ancora diffuso un approccio pedagogico orientato alla preparazione alla scuola primaria

Differenti percorsi di formazione iniziale

Educatori 0-3: Laura triennale in Scienze dell'Educazione con indirizzo specifico sulla prima infanzia

Insegnanti 3-6: Laura quinquennale in Scienze della Formazione Primaria (abilitante per l'insegnamento nella scuola dell'infanzia e nella scuola primaria)



Realizzare iniziative di formazione continua congiunta: quali questioni implicate? (2)

Differenti opportunità di formazione continua in base alla gestione

Servizi educativi e scuole dell'infanzia gestiti dai Comuni

- Numero significativo di ore non a contatto con i bambini per anno (80-200)
- Formazione continua organizzata su base collegiale: qualificazione non solo del singolo educatore/insegnante ma dell'intera équipe educativa

Scuole dell'infanzia gestite dallo Stato

- 40 ore non a contatto per anno: tra le 12 e le 15 ore dedicate alla formazione continua
- Gli insegnanti possono scegliere tra i corsi di formazione continua accreditati dal MIUR
- Carta annuale: copertura dei costi dei corsi e/o acquisto di libri

Servizi educativi e scuole dell'infanzia gestiti da privati

- Esistenza di differenti forme contrattuali
- Da un minimo di 12 ore per la formazione continua fino a nessuna disponibilità di ore non a contatto con i bambini

I Progetti di ricerca-azione realizzati in collaborazione tra l'ISTC-CNR e il Comune di Pistoia (2012-2021)

Servizi educativi e scuole dell'infanzia coinvolti

COMUNE DI PISTOIA (2012-17)	2012-13	2013-14	2014-15	2015-16	2016-17
Nidi comunali 0-3	8	8	8	8	8
Servizi integrativi 0-3	3	3	3	4	4
Nidi privati 0-3	-	-	6	5	5
Scuole dell'infanzia comunali 3-6	-	-	-	5	11
Scuole dell'infanzia statali 3-6	-	-	-	3	3
TOTALE	11	11	17	25	31

ZONA PISTOIESE (2019-21)	Comune Pistoia	Comune Quarrata	Comune Serravalle	Comune Montale	Comune Agliaia	Comune Marliana	TOTALE
Nidi/s.integrativi comunali 0-3	10	3	2	1	3	1	20
Nidi/s.integrativi privati 0-3	7	3	1	1	1	-	13
TOTALE	17	6	3	2	4	1	33

I Progetti di ricerca-azione realizzati in collaborazione tra l'ISTC-CNR e Comune di Pistoia (2012-2021)

Finalità e procedure

Finalità

- Analizzare l'esperienza dei bambini nel servizio o nella scuola e della sua evoluzione nel tempo, tenendo conto dei suoi diversi aspetti (la socialità tra i bambini e con gli adulti, i percorsi di esplorazione e di gioco dei bambini, come i bambini utilizzano gli spazi e vivono i tempi e i ritmi della giornata)
- Identificare le pratiche educative per migliorare la qualità dell'esperienza dei bambini

Procedure

- L'analisi era realizzata **collegialmente dall'équipe** di ciascun servizio o scuola sulla base della osservazione e della documentazione dell'esperienza dei bambini raccolta nel corso dei mesi (**descrizioni scritte integrate da foto e video**)
- L'analisi era presentata e discussa con gli educatori/insegnanti di altri servizi ECEC, i coordinatori pedagogici e i ricercatori (**collegialità allargata**) in incontri periodici [progetto 2012-17: 83 incontri; progetto 2019-21: 55 incontri]

I Progetti di ricerca-azione realizzati in collaborazione tra l'ISTC-CNR e Comune di Pistoia (2012-2021)

Elementi qualificanti

La condivisione delle procedure di documentazione ha permesso di ancorare la discussione all'analisi dell'esperienza dei bambini nei diversi contesti educativi piuttosto che mettere in dialogo solo le rappresentazioni degli educatori e insegnanti sul proprio ruolo e su un'immagine astratta di bambino

La condivisione delle analisi dell'esperienza dei bambini nei diversi contesti ha offerto a educatori e insegnanti l'opportunità di modificare le loro rappresentazioni delle potenzialità e competenze sociali e cognitive nel periodo da 0 a 6 anni e di coglierne gli elementi di continuità

La durata pluriennale dei progetti ha permesso di dare continuità alla riflessione, far sedimentare le competenze e conoscenze acquisite, sollecitare il bisogno di approfondimenti

La condivisione della riflessione tra colleghi in diversi momenti collegiali è stata un'opportunità non solo per implementare le competenze dei singoli educatori/insegnanti e migliorare le pratiche educative in ciascun servizio o scuola, ma anche per qualificare l'intero sistema 0-6 e rafforzare la rete dei servizi nel territorio

Come costruire una prospettiva condivisa attorno alla cura e all'educazione dei bambini nel sistema integrato 0-6?

- Creare occasioni di dialogo tra tutti i servizi e scuole che fanno parte del sistema integrato 0-6 (0-3 e 3-6 comunali, statali e privati)
- Abbandonare modelli trasmissivi di formazione a favore di iniziative che rendano educatori e insegnanti agenti della propria crescita professionale e li accompagnino a sviluppare un'attitudine riflessiva condivisa
- Garantire contratti di lavoro che prevedano un congruo numero di ore retribuite per la formazione realizzata a livello di équipe
- Offrire percorsi di formazione non episodici che garantiscano spazi e tempi adeguati a promuovere un confronto sistematico tra operatori e far sedimentare le loro riflessioni e saperi acquisiti
- Inserire la formazione continua tra le questioni prioritarie nell'agenda dei tavoli inter-istituzionali tra Stato, Regioni e Comuni, come previsto dalle leggi



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LES DISPOSITIFS PASSERELLES

(BRIDGING 0-6)

DANS LE SYSTÈME DIVISÉ D'ACCUEIL ET D'ÉDUCATION FRANÇAIS

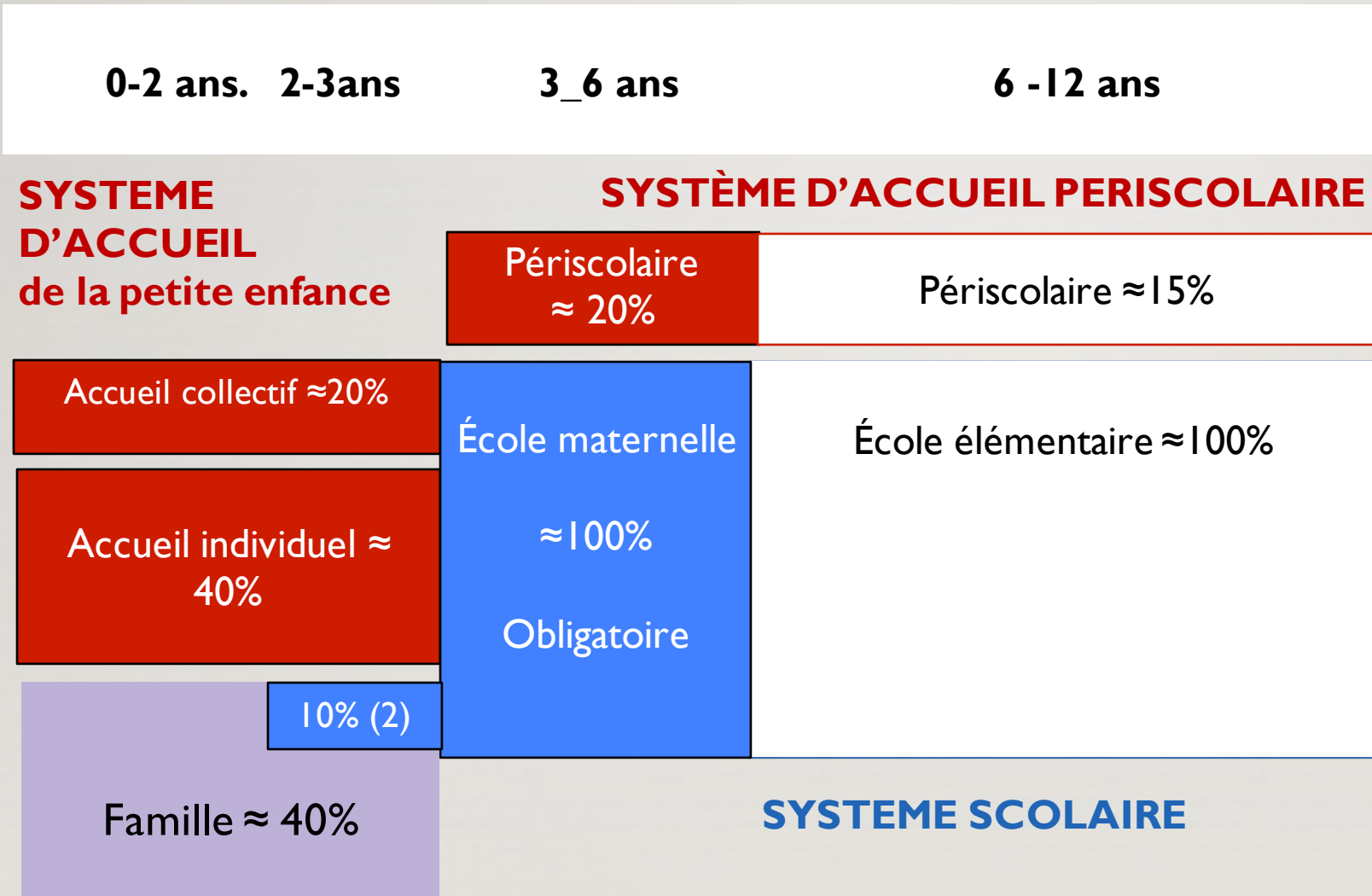


experice

Centre de Recherche Interuniversitaire Expérience Ressources Culturelles Education

**Sylvie Rayna et Pascale Garnier,
Experice - Université Sorbonne Paris Nord**

INTRODUCTION : LES PASSERELLES ?



1. CLASSES PASSERELLES

2. ACTIONS PASSERELLES

3. FORMATIONS « PASSERELLES »

I. CLASSES PASSERELLES (ECOLE MATERNELLE)

Ex. Roubaix (Cvav, 1993; Jovenaux, 1997; Copas, 2005; Castelle *et al.*, 2013; Estienne, 2011)

- **Enfants de 2 ans**

sans mode d'accueil extrafamilial,
quartiers « défavorisés »

- **Classes de 20 enfants**

Un trio : .enseignante

.atsem

.éducatrice

Une place pour les parents

- **Depuis 1991: un espace-temps pour « apprivoiser l'école »** (Dupraz, 1995)

- **« Oui, mais... »**

Rapport interministériel (IGAS-IGEN, 2002)

- **Classe de transition, hybridation des pratiques**

A 2 ans dans un collectif d'enfants

(Garnier, Brougère, Rayna, Rupin, 2016)

2. ACTIONS PASSERELLES

I. Familles-école maternelle

- . 2 ans, sans mode d'accueil extrafamilial**
- . Moments de socialisation entre enfants avant la rentrée scolaire dans un local municipal**
- . Personnel petite enfance et enseignante**
- . Découverte de l'école maternelle**

EX.: « Le chemin vers l'école » à Nantes (ATNV, 2001)

EX.: « Le lieu passerelle » à St Priest (Sandoz, 2015)

2. ACTIONS PASSERELLES

2. Crèches-écoles maternelles

**2 ans (crèche), diversité de parcours, partage d'activités,
de projets, avec 3+ (école maternelle)**

**Interconnaissance des lieux, des personnes,
des pratiques**

Passage à l'école « en douceur » à l'école

Satisfaction des parents et professionnels



EX. : Paris 13 (Benamer et Quémard, 2021)

2. ACTIONS PASSERELLES

3. Crèches-centres de loisirs

Collaboration personnel crèche - animateurs périscolaires

Ex. : Paris *Les Passerelles, tout un art !* (Péralès, Chandon-Coq, Rayna, 2021)

Facilitateurs de dynamiques locales :

- . **Projet éducatif de territoire**
- . **Coordination : rencontres, événements, formations**
- . **Documentation**



(Soutra et Doucoura, 2022)

(Jalet et Perez, 2022)



2. ACTIONS PASSERELLES

4. Résidences passerelles

- . Résidences d'artistes (0-6 ans)
 - Soutenues par le ministère de la culture
- . Dans les « cités éducatives »
- . En expérimentation en région (Grand-Est)
- . En attente de documentation

3. FORMATIONS PASSERELLES

- **Formations continues inter-catégorielles, s'inscrivant dans un processus**
- **Formations initiales des divers personnels de l'accueil de la petite enfance : vers un socle commun (dont l'éveil artistique et culturel) ...**
- **Des passerelles petite enfance - loisirs (atsem)**

CONCLUSION :

ENJEUX DES DISPOSITIFS DE TRANSITION, ENTRE LE NATIONAL ET LE LOCAL

- **Politiques nationales de territorialisation de l'éducation depuis les années 1980, en particulier dans les quartiers défavorisés**
- **Des initiatives locales à géométrie variable** (taille, organisation, richesse des villes et des habitants)
- Des actions partenariales reposant souvent sur le volontarisme des personnes, problème de **pérennité et d'institutionnalisation** des actions et des dispositifs

⇒ **Une fragilité des dispositifs de transition**

CONCLUSION : DES ENJEUX DE GOUVERNANCE

- Des dispositifs de transition à un système intégré ? (Agacinski, D. & Collombet, C. 2018).

Par exemple : quelle articulation entre le projet d'un « **service public de la petite enfance** » (2022), avec une *Charte nationale d'accueil des jeunes enfants* (0-3 ans, 2021), et nouveau « **plan pour l'école maternelle** » (2022) ?

Quel décloisonnement des politiques ministérielles ? Quel projet à long terme ? Quelle culture commune ?

⇒ Rôle des recherches contextualisées et l'importance de la prise en compte des expériences étrangères

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**MERCI DE VOTRE
ATTENTION**

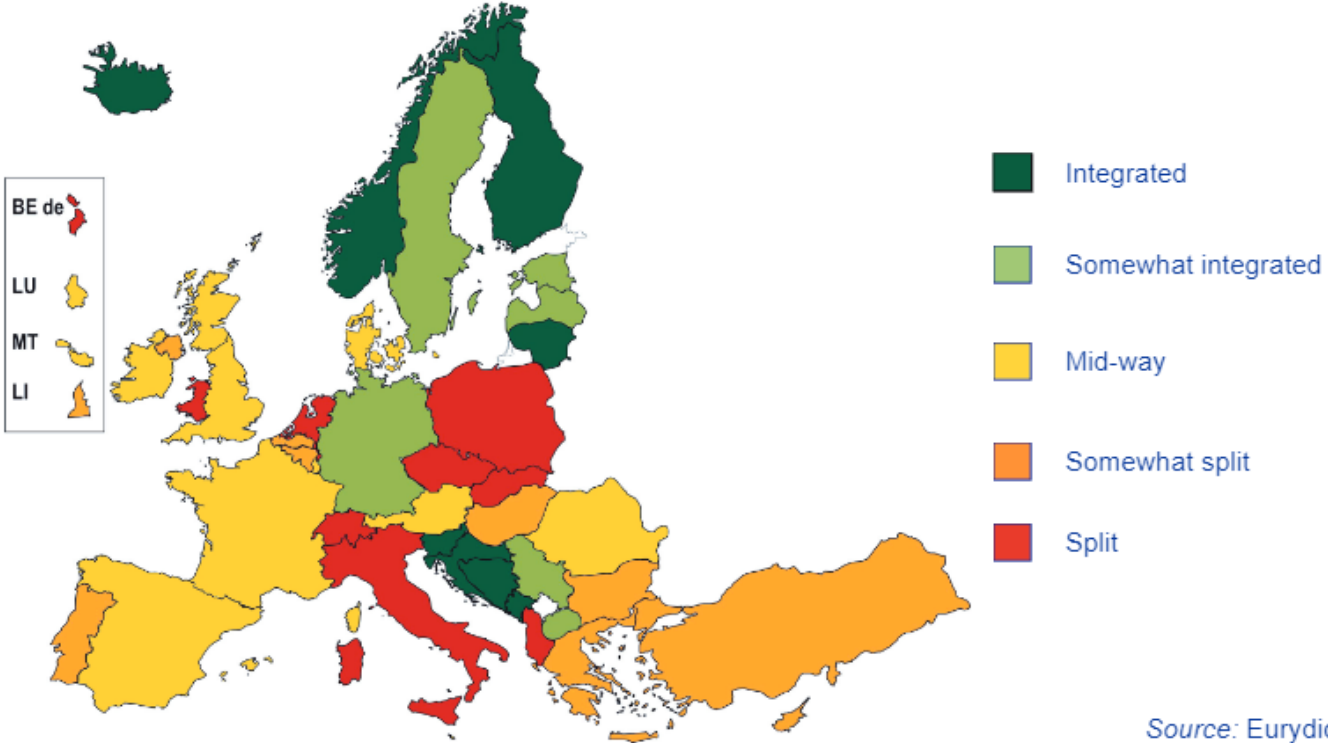


Toddler-preschool groups in the Netherlands

Ruben Fukkink & Pauline Slot – 1 December 2022

The Netherlands: Split system

Figure 7: Degree of ECEC system integration, 2018/19



Source: Eurydice



Integrated centres 0-12: Some core principles

Children	Families	Staff
Inclusive, addressing all learning, developmental and family needs with tailored support of different professionals		Shared vision, mission and goals
Whole day program balanced with formal & non-formal learning (e.g., school subjects, sports, and leisure)	Meeting needs of working parents with openings hours of 8:00-18:00 or longer, also during school holidays	Team of different professionals (e.g., education, childcare, health, youth services)
		Learning community (boundary crossing)





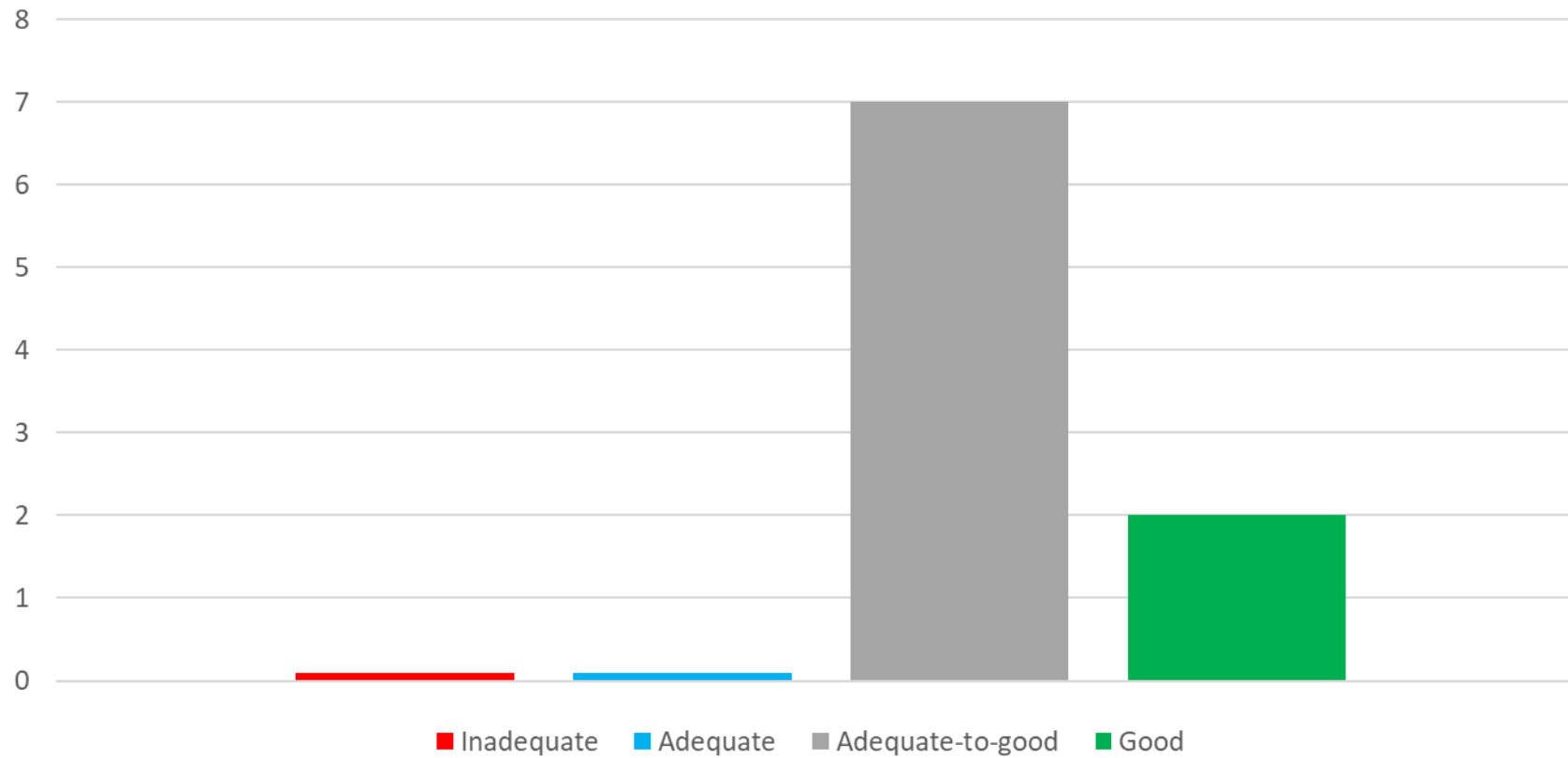


Ongoing study of Dutch toddler-preschooler group

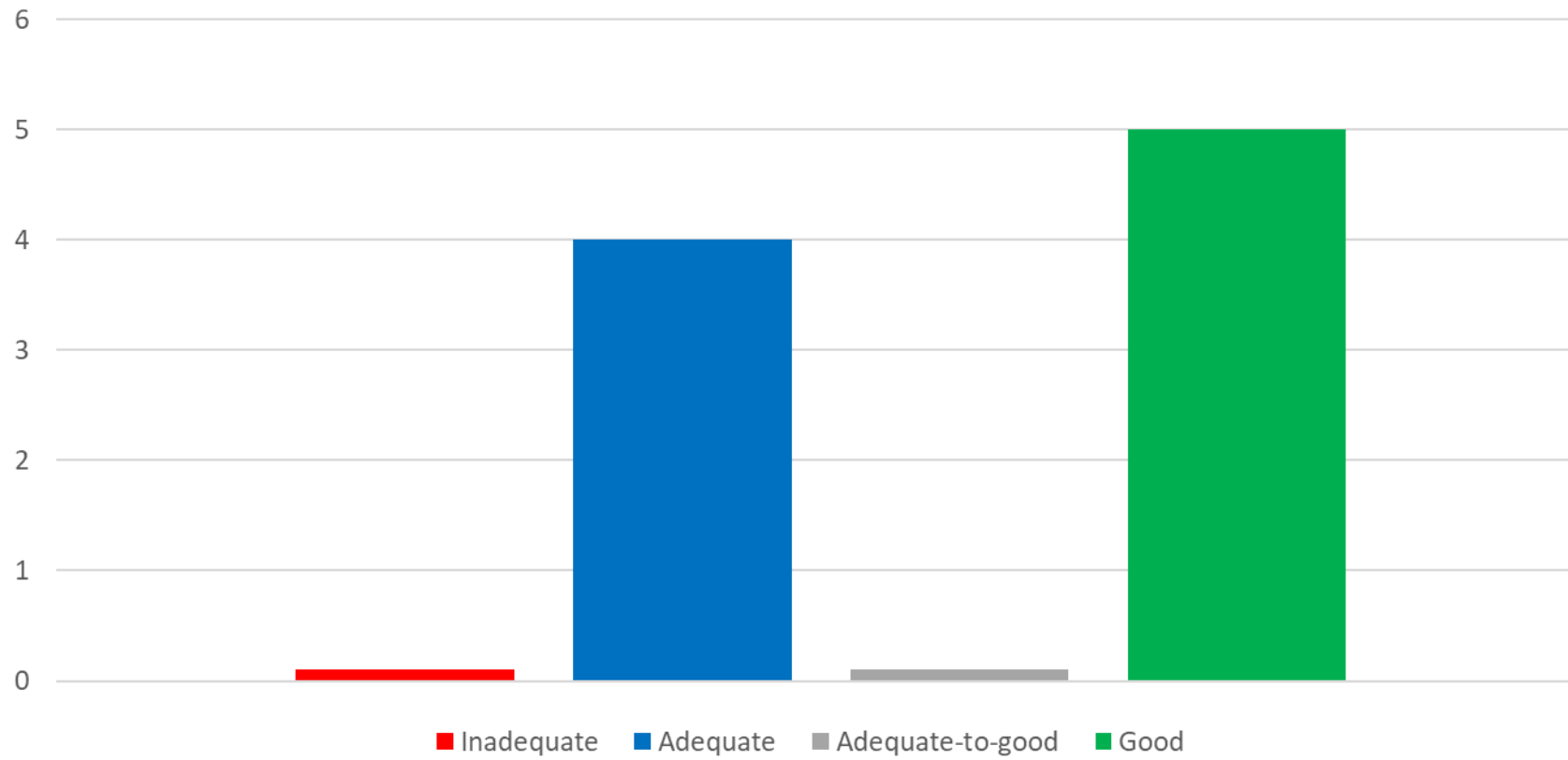
Pauline Slot (UU) & Ruben Fukkink (UvA) in collaboration with
Kinderopvangfonds

- Small-scale in-depth study ($N=9$) with validated in vivo & video observations of staff and children; interview and questionnaire
- Randomly selected & distributed over the Netherlands
- To our knowledge, first empirical study of this group

Emotional support (CLASS)



Instructional support (CLASS)



“Tops & tips”

Positive climate (T) – 5x
Productivity (P) – 3x
Sensitivity pm'er (T) – 2x
Child perspective (T) – 2x
Support of children (T) – 1x
Quality feedback (T) – 1x
Educational format (P) – 1x
Stimulating language (T) – 1x
Facilitating learning (T) – 1x

Quality feedback (T) – 6x
Stimulating language (T) – 6x
Educational format (P) – 2x
Supporting behaviour (T) – 2x
Facilitating learning (T) – 1x
Child perspective (T) – 1x

T = toddler, P = preschooler

From the interviews:

- Smoother transition and better start at school is advantage
- The gain is: toddlers get used to kindergarten
& early identification of problems
- It is also nice for the preschoolers to be in a smaller group.
There is more time, also to identify weaknesses.
- Toddlers who are robust and ready for kindergarten: then things go well.

About children



From the interviews:

- The toddler-preschooler group creates more coherence in the integrated center.
- We see there is more planning than previously.
- Our manager wants all groups to be toddler-preschooler groups.
- You learn as a teacher from the caregiver and vice-versa.
You exploit each others qualities.
- It is not really a single unit. They also work independently and search collaboration in specific moments.

About team



From the interviews:

- You really have to fight for the maintenance of this group.
- Legal frameworks must be more flexible.
- It is an expensive group because of staffing
- More consultation is needed.

Barriers



Toddler-preschool groups: Different options

- Light version: Toddlers and preschoolers meet each other regularly (e.g. during outside play or a joint activity)
- Toddlers join the regular preschool group for a numbers of hours per week
- Toddler-preschool groups for 'special needs' children (e.g., toddlers ahead of development together with preschoolers lagging behind or groups for children targeted within the educational equity policy)
- An integrated and stable group of toddlers and preschoolers

What are alternative pathways to address critical issues raised by maintaining split ECEC systems?

Emerging pilot projects on the integration of care and education

1^{er} december 2022



Kathy Jacobs, Lobke Van Lombergen, Florence Pirard & Marie Housen



Doorgaande
Lijn



Doorgaande Lijn

Context

From warm transitions
towards integrated projects



Context

From focus on warm transitions towards integrated projects ‘Doorgaande Lijn’

In recent years, greater attention to a warm transition between home, the neighborhood, childcare and preschool education

- Official working group (Education, Welfare, Integration, VBJK)
- Cooperation confirmed in political and budgetary declarations 2021 Education + Well-being

Recommendation of the Social Recovery Committee (following the covid crisis): "*Set up pilot projects to create **integrated childcare/pre-school/out-of-school care facilities***"

- Project 147 'Doorgaande Lijn'
- Besluit Vlaamse Regering ‘Doorgaande Lijn’ (16 juli 2021)

3 Analyse van bestaande situatie met interactieve methodiek warme transitie

Doel: Zicht krijgen op bestaande praktijken in de gemeente/stad rond warme transitie van thuis, kinderopvang naar school/buitenschoolse opvang

Aanpak: Inventariseren (stap 1) en analyseren (stap 2) van de huidige situatie

STAP: Inventariseer de huidige situatie aan de hand van een tijdslijn en de vier dimensies van continuïteit

Toon de tijdslijn en stel een vraag aan de groep: **welke acties nemen jullie nu al om een warme transitie op elk van deze momenten te bevorderen?** Visualiseer de initiatieven aan de hand van post-its op je eigen tijdslijn.

INSTRUMENT

Blanco tijdslijn als bijlage

De tijdslijn in bijlage visualiseert het transitieproces en de belangrijkste momenten worden hierin geconcretiseerd.



The project

‘Doorgaande Lijn’



Opgroeien

The project 'Doorgaande Lijn'

The objective

Develop one or more models of practice

Targeted at developing an integrated path for children from 0 to 6 years old that achieves

- educational continuity and continuity of care
- continuity in time and space
- professional continuity (learning community)
- continuity with the context of life (home and neighborhood)

And on a better understanding of

- the necessary conditions that allow (more) integrated work between childcare, preschool education and out-of-school care
- the obstacles in regulatory frameworks

The project 'Doorgaande Lijn'

The framework

Decision of the Flemish government on the financing of innovative projects focusing on 'Doorgaande Lijn' between childcare, pre-school and out-of-school childcare

- 12 pilot projects = local network of childcare/ pre-school/out-of-school care (selected by a jury – based on several criteria)
- Annual grant of €45,000/pioneer (to spend on operating and/or human resources)
- Period: 3 years
 - a first phase which runs from January 2022 to August 2023
 - > inventory the obstacles and make recommendations to put some regulations temporarily on hold
 - a second phase which runs from September 2023 to December 2024.
 - > (after decision of the Government + from September 2023): pilot projects can adapt their project using the more flexible regulation framework

The project 'Doorgaande Lijn'

The structure and tasks

1. Learning network with 12 pioneers and learning partner

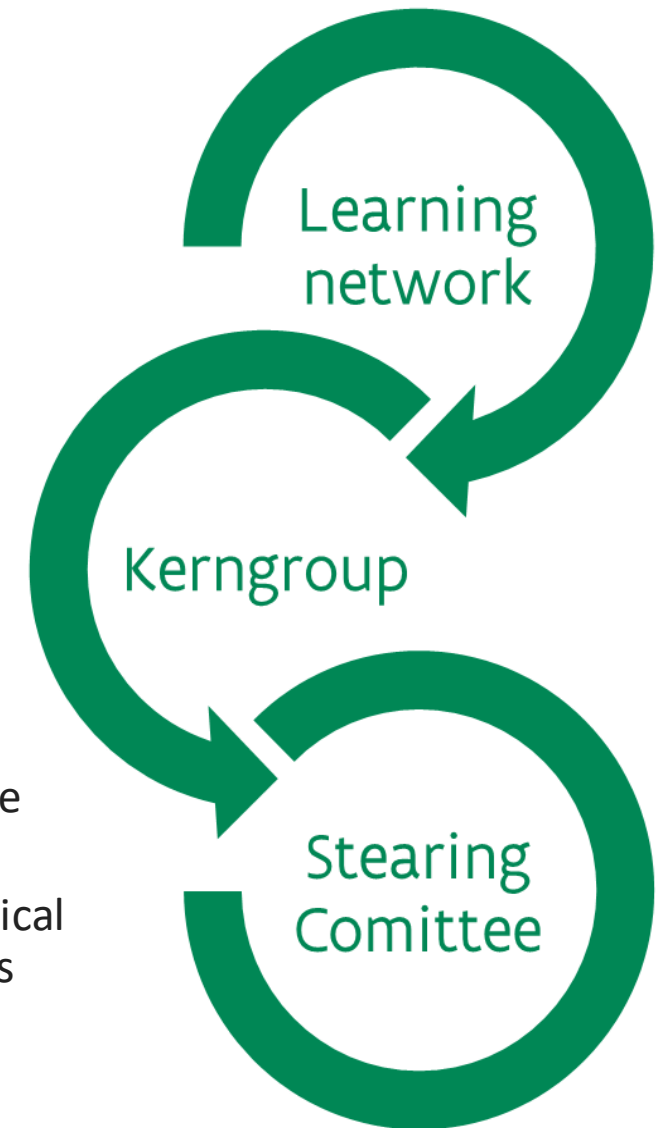
- Develop an integrated practice in the field of childcare, pre-school education and out-of-school care
- Participate actively in the coaching offered by VBJK and CEGO
- Detect and inventorize thresholds; reporting and (self)evaluation

2. 'Kern'(core)group

- Coordination of the project

3. Stearing Committee (umbrella organisations, trade unions and experts)

- Overall monitoring of the project
- Recommendations on the relaxation of regulations with a view to the second phase
- Based on a final evaluation, the steering committee formulates political recommendations with a view to a possible extension of the projects or a possible structural change in the legal framework



On track

The 12 Pioneers



Opgroeien

The 12 Pioneers

Information and “read treats”

1. **Different profiles:** urban and rural, public and private, different pedagogical visions (due to the pillarization)
2. **Objectives:** different accents in motivation, dreams and plans
 - OBJ 1: achieve a (largely) integrated practice
 - Starting position: potential collaboration, aligned vision, shared ambition
 - Different practices – concerning continuity over time, physical proximity of partners in the local network
 - OBJ 2: vision and shared pedagogical practice
 - Common points in actions: exchange on pedagogical frameworks, 'educare' as a basis, stimulating and monitoring development (by putting the focus on high quality interactions, child tracking systems, language development,...)
 - OBJ 3: continuity with the home and the neighborhood
 - Approach to parents, service accessibility policy and link with other relevant actors (including liaison persons)
3. **Obstacles detected:** staff status: qualification, working hours, salary etc.; infrastructure rules; allowed number of children in a group/supervisor; accountability of resources; ...

Questions ?

Contacts:

Kathy.Jacobs@opgroeien.be

Christine.Faure@opgroeien.be

Brenda.Dewilde@ond.vlaanderen.be

Information:

www.opgroeien.be/doorgaande-lijn



Group composition in Early Childhood Education and Care

PhD study Lobke Van Lombergen

Prof. dr. Michel Vandebroek & dr. Jochen Devlieghere

Ways of grouping



Lower
quality of
interaction



Lower
quality
Less
interactions



Lower
quality for
baby's

Aim of the study

Presenting an **overview** of different types of grouping and the implications

Exploring and describing **practices and meanings** for alternative group compositions

Mapping the **voice of professionals and parents** on group composition



Case study



Case 1 (pilot)

- 'Toddler play' class
- 0 – 3 year olds
- Both teacher and child care professional

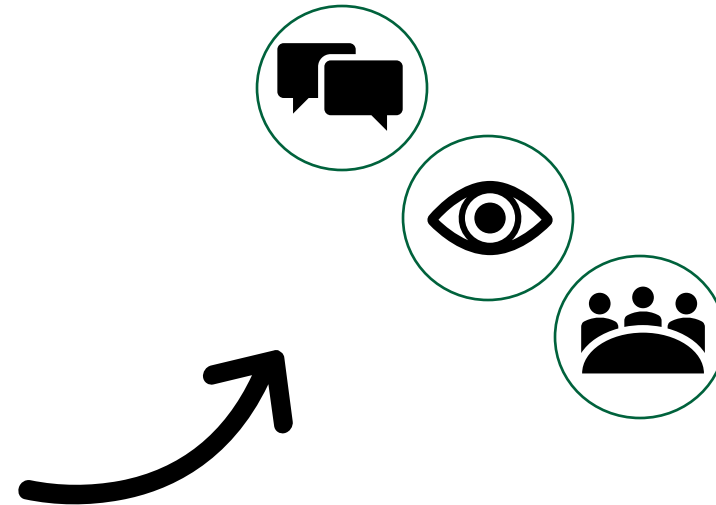
Case 2 (pilot)

- Child center 0 – 6
- Groups based on children's needs



Case 3 (non pilot)

- Teachers and after school care professional
- Classe unique: 2,5 – 5 year olds
- Educare



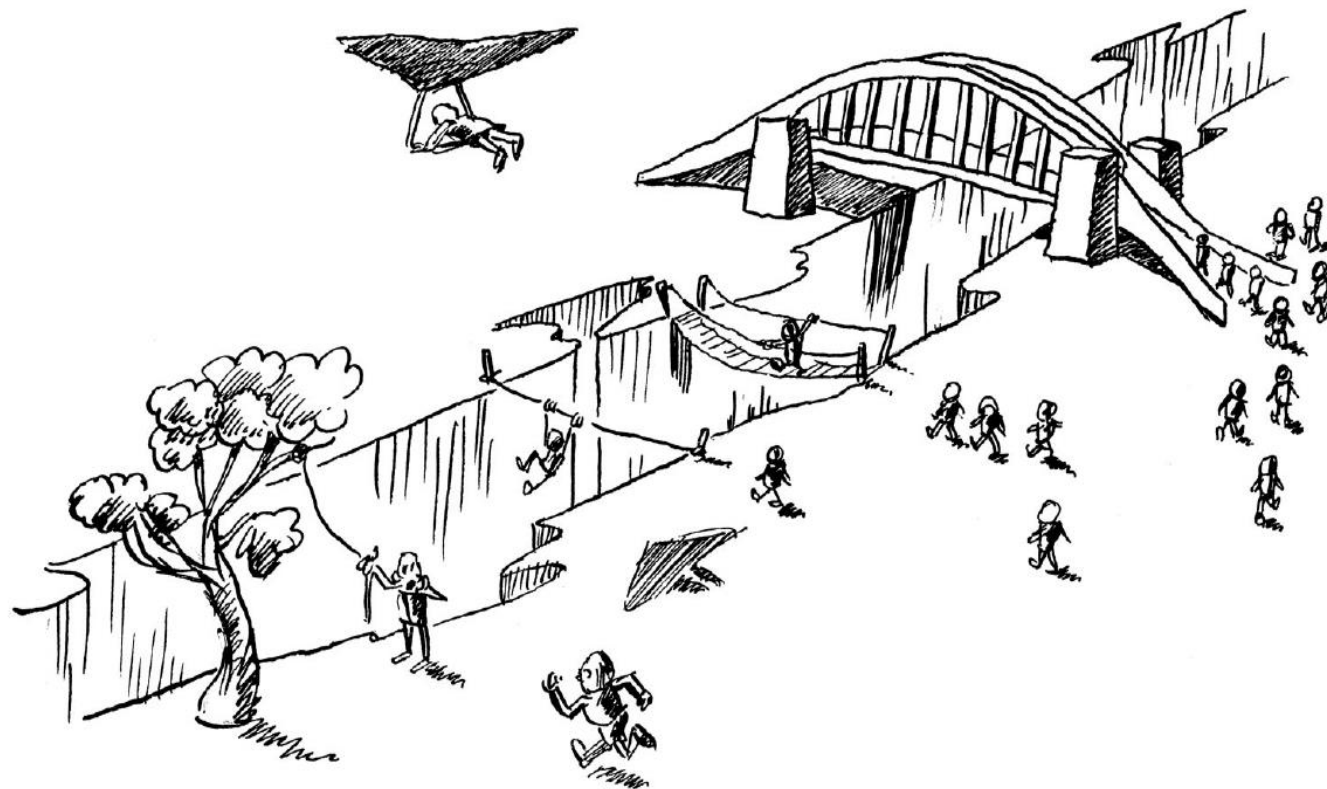


Thank you!

Lobke.vanlombbergen@ugent.be

 FACULTY OF PSYCHOLOGY
AND EDUCATIONAL SCIENCES

DEPARTMENT OF SOCIAL
WORK AND SOCIAL
PEDAGOGY



Many bridges. Cartoon: Bernard Caleo. © 2015 Sue Dockett and Bob Perry.

Dépasser les ruptures institutionnelles

Florence Pirard & Marie Housen



LIÈGE université
UR interfacultaire DIDACTIfen
Didactique et formation des enseignants

Dépasser les ruptures institutionnelles

Edu-care



Formations
au travers de
Com. App.
Prof.

Charte

 Pacte pour un
Enseignement
d'excellence

Voyages d'étude



Job shadowing
OMEP Belgique



Vers une approche EDU-CARE ?

FAMILLE
LIEUX D'ACCUEIL

ECOLE
ACCUEIL
EXTRASCOLAIRE

PRATIQUES TRANSITIONNELLES



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Ensuring Warm and Inclusive Transitions

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RESOURCES

A collage of five resource cards from the InTrans project, overlapping each other. The cards are: 1. Executive Summary - Challenges and opportunities emerging from cross-national comparison (2022). 2. InTrans Infographics - status of early childhood care and education systems in five EU countries (2022). 3. InTrans Policy Baseline Reports (2022). 4. Webinar 1 Recordings (2022). 5. A PowerPoint download button with text in English, French, and Italian.

Executive Summary - Challenges and opportunities emerging from cross-national comparison
ECEC, education, transitions
The InTrans project ultimate goal is to ensure that all children and families — especially the most vulnerable — benefit from warm and inclusive transitional practice in ECEC and school. To achieve this goal, the project is supporting professionals through action at the policy advocacy and...
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InTrans Infographics - status of early childhood care and education systems in five EU countries
ECEC, education, transitions
The ultimate goal of the InTrans project is to ensure that all children and families — especially the most vulnerable — benefit from warm and inclusive transitional practice in ECEC and school. To achieve this goal, the project is supporting professionals through action at the policy advocacy and...
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InTrans Policy Baseline Reports
ECEC, education, transitions
The ultimate goal of the InTrans project is to ensure that all children and families — especially the most vulnerable — benefit from warm and inclusive transitional practice in ECEC and school. To achieve this goal, the project is supporting professionals through action at the policy, advocacy,...
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WEBINAR 1 RECORDINGS
Why challenge the split system in early childhood education and care systems?
CHALLENGING THE SPLIT SYSTEM IN EARLY CHILDHOOD EDUCATION AND CARE SYSTEMS
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