

Co-funded by the
Erasmus+ Programme
of the European Union



HANDBOOK GUIDELINES FOR EDUCATORS



Kiitos

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Produced for the Erasmus + KA2 Strategic Partnership Program

ERASMUS PLUS KA2- N.º 2015-1-PT01-KA201-013122

This Project has been funded with the support of the European Commission

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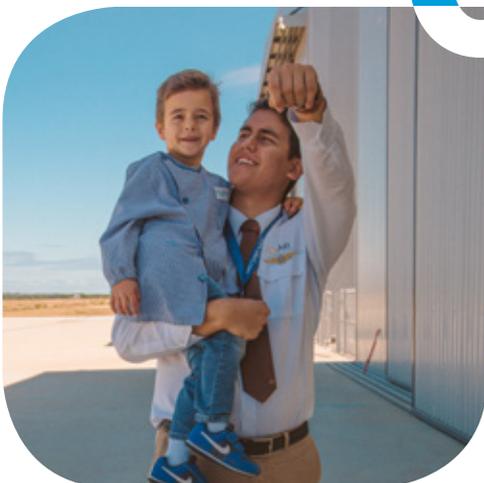
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HANDBOOK GUIDELINES FOR EDUCATORS

KIITOS@21STCENTURYPRESCHOOLS INTEGRATED PEDAGOGICAL APPROACH

FOREWORD

This Handbook is a final product of the Project -
**Kiitos@21stCenturyPreschools - an integrated pedagogical approach
to promote 21st century skills and second language learning.**

Focused on preschool education, “Kiitos@21stCenturyPreschools” aims to reinforce the quality of educational experiences in the context of the School Cluster preschool institutions in Ponte de Sor, and the countries included in this partnership. The project will do so by interconnecting different pedagogical approaches in order to stimulate children global development, promoting basic and transversal skills using innovative methods, and strengthening education and training paths of educators. The project website is <http://www.kiitos21.eu>.

Kiitos@21stCenturyPreschools project funded with the support of the European Commission’s, Erasmus Plus Programme, under KA2 - Cooperation for Innovation and Exchange of Good Practices, from 2015 to 2018, has been coordinated by **Ponte de Sor Municipality**, (www.cm-pontedesor.pt), in partnership with:

- Çukurova University (ÇU), Turkey
> www.cu.edu.tr/tr/
- Audiation Institute (AI) , Italy
> www.audiationinstitute.org
- Malopolska School of Economics in Tarnow(MWSE), Poland
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> www.ipportalegre.pt
- Portuguese Association of English Language Teachers (APPI), Portugal
> <http://www.appi.pt>
- Ponte de Sor School Cluster, Ponte de Sor (AEPS), Portugal
> <http://www.aeps.pt>
- Parents Association of the, Ponte de Sor School Cluster (APEEAEPS), Portugal
> www.facebook.com/APEEAEPS

The purpose of this handbook is to resume the main principles and practices of Kiitos@21stCenturyPreschools Pedagogical Framework, with a specific reference to:



Learning process in early years



Collaborative teaching as the key to success



Pedagogical approaches to promote 21st century skills



Innovative practices to promote 21st century skills and language learning



The role of music



Teacher competence to promote 21st century skills

For those who want to implement a process of transformation in the traditional preschool setting, empowering children, teachers and school leadership, engaging parents and other important stakeholders to the new vision of a high-quality school, we recommend the reading of this handbook, and all the reference documents suggested in the end.

PROJECT PARTNERS WOULD LIKE TO THANK THEIR STAFF, THE TEACHERS AND TECHNICIANS WHO WORKED IN THIS PROJECT FOR 3 YEARS, AND DEVELOPED THIS MATERIALS AND RESOURCES TO HELP PRESCHOOL INSTITUTIONS TO PROMOTE A 21ST CENTURY EDUCATION IN A BILINGUAL CONTEXT.



PART I

INTRODUCTION

KIITOS@21STCENTURYPRESCHOOLS - AN INTEGRATED PEDAGOGICAL APPROACH TO PROMOTE 21ST CENTURY SKILLS AND SECOND LANGUAGE LEARNING IN PRESCHOOL EDUCATION

Childhood Education is one of the most important stages in lifelong education. Complementing the central role of the family, the project lays the essential foundations for language acquisition, successful lifelong learning, social integration, personal development and, later, employability.

Focused on Preschool education, this project addresses to important horizontal priorities in European school Policy: Enhancing the quality of early childhood education and developing basic and transversal skills using innovative methods.

“Multilingualism is one of the cornerstones of the European project and it is a powerful symbol of the EU’s aspiration to be united in diversity. Foreign languages have a prominent role among the skills that will help to equip people better for the labour market and make the most of available opportunities. The EU has set the goal that every citizen should have the opportunity to acquire at least two foreign languages from an early age”. (Erasmus + Program guide 2014).

One of the marks of this project is the integration of *Early Second Language Learning (ESLL) through a* systematic exposure to English in the context of preschool education, promoting development of appropriate curricula, which fosters the acquisition of both cognitive and non-cognitive skills.

“Opening children’s minds to multilingualism and intercultural awareness will increase their capacity to empathize with others. ESLL activities in preschool settings and music education will be an enriching experience and bring considerable benefits like: enhancing competences such as comprehension, expression, communication and problem-solving, enabling children to interact successfully with peers and adults.”

To implement a process of change and improvement of a high-quality preschool education in traditional setting, we developed a pedagogical approach to support child’s development, empowering teachers and parents for effective collaborative work for the challenges of the 21st century education.

The project designed focus on the development of the 21st century skills such as: creativity, critical thinking, communication, collaboration, problem solving, and socio-emotional skills, which will have a great impact on the foundations of children’s entrepreneurial aptitude and ability in the future.

Schools need to foster creativity and a spirit of innovation and entrepreneurship in their pupils by providing stimulating working environments. To achieve these goals, this project brought some insights and practices implementing dynamic places opened to cooperation and partnerships developing a culture of internal and external evaluation in which families were also involved.

The teachers, school leaders and Preschool teachers' qualifications, competences and commitment are important factors in achieving high-quality educational outcomes in this project. It is therefore essential to provide the highest standard of training and continuous professional development for teaching staff and school leaders.

This project focuses on the needs of 2 target groups:

- 1. Children in preschool education**
- 2. Pedagogic Teams: preschool teachers and subject teachers and school leaders.**

Given the wide range of approaches currently existing across EU, Kiiitos@21stCenturyPreschool approach focus on **an integrated curriculum that combines the most effective, creative and innovative teaching and learning strategies to improve ESL, Music learning and 21stCentury Skills.**

The purpose of this handbook is to provide curricular guidance for those working with children in a range of preschool settings with the aim of promoting 21st century skills and second language learning.

It should be used by pedagogical teams to review and develop learning programmes and promote good practices in a collaborative work.

THESE HANDBOOK GUIDELINES, FOR TEACHERS, ARE DIVIDED IN 4 PARTS:

PART 1

Theoretical Contributions from partner experts and project coordinator on the following Topics:

- 1.** Framework for 21st Century Language Learning | by Cem Can and Jülide İnözü, Çukurova University.
- 2.** The Art of Teaching Music according to Edwin Gordon's Music Learning Theory | by Arnolfo Borsacchi from *Audiation Institute*, Italy.

PART 2

Kiitos@21stCenturyPreschools Integrated Pedagogical Approach

1. Kiitos@21stCenturyPreschools Integrated Pedagogical Approach Framework | by Susana Esculcas the project Coordinator of Ponte de Sor Municipality.
2. Pedagogical Process - Kiitos@21stCenturyPreschools | by the pedagogic team: Carla Rocha, Cristina Cruz Bucho e Ricardo Miguel; APEEAEPS.
3. Kiitos@21stCenturyPreschools Assessment and monitoring | Contributes from Amélia Marchão, IPP.
4. The Importance of Teacher Training and Continuous Professional Development | Contributes from Sonia Ferreirinha, APPI Teachers Training Center.

PART 3

Kiitos@21stCenturyPreschools main resources available in www.kiitos21.eu

PART 4

Conclusions and questions for reflection

In this handbook, we summarize the most important learning outcomes, from this action research project, that joined Preschool teachers, subject teachers, school staff, parents, specialists, teacher trainers, lecturers from higher education partner institutions, and members of the Portuguese Ministry of Education, in a cooperation for innovation and exchange of good practices, that emerged from the implementation of Kiitos@21stCenturyPreschool integrated pedagogical approach.

FRAMEWORK FOR 21ST CENTURY LANGUAGE LEARNING

CEM CAN AND JÜLİDE İNÖZÜ, ÇUKUROVA UNIVERSITY

As a nonprofit organization that advocates for 21st century readiness for every student, the Partnership for 21st Century Skills (www.p21.org) has developed a framework for 21st century learning, which describes the skills that students need to thrive in today's global world.

Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

To meet this challenge schools must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in life (Pacific Policy Research Center, 2010).

Considering the fact that learning is a social activity, communication and collaboration skills are fundamental for success. Trilling & Fadel (2009) argue that today's world: students should be able to communicate clearly by articulating their thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts; by listening effectively to decipher meaning, including knowledge, values, attitudes and intentions; and by using communication for a variety of purposes (e.g., to inform, instruct, motivate and persuade) in diverse environments (including multi-lingual).

According to these researchers (ibid), collaboration with others is as important as effective communication for the accomplishment of a goal. This includes the ability to work effectively and respectfully with diverse teams with an assumption of shared responsibility for collaborative work, and value individual contributions made by each team member.

In addition to communication and collaboration skills, "The Partnership for 21st Century Skills" also focuses on the ability of learners to reason effectively, to make judgments and decisions, and to solve problems (critical thinking and problem solving skills). Aligned with the framework for the 21st century learning skills, "Standards for Foreign Language Learning in the 21st Century" identifies five goals (the 5 Cs) that focus language learning on:

- **Communication:** The ability to understand and convey ideas both in oral and written exchanges.
- **Culture:** As the teaching of language and culture are inextricably intertwined, students learn to understand the culture of the people who speak the target language through learning about the products and practices of the culture and how those relate to the perspectives of the people of that culture.

- **Connections:** Students are able to access knowledge in other disciplines through the target language and to reinforce concepts already learned in these disciplines in the language classroom. Students who are able to research a variety of topics in the target language and discuss these with the native speakers of that language develop a better sense of global awareness.
- **Comparisons:** As students learn a new language and culture, they develop insight into their own language and culture, thus providing them with a deeper understanding of how language works and how cultures reflect the perspectives, practices, and products of the people who speak that language.
- **Communities:** Language learning becomes even more purposeful for students when they see the application beyond the classroom. With today's communication technologies, language classrooms can bring the world to the students, as teachers provide opportunities for students to use the language beyond the confines of their classroom walls. The extension from classroom to community provide learners experience with real-life situations.

Within this context, a map for the 21st Century Skills to provide examples of how 21st Century Skills can be integrated into core subjects has been proposed. This map also illustrates the integration of “World Languages” and “21st Century Skills”. According to this skills map, unlike the classroom of yesterday that required students to know a great deal of information about the language but did not have an expectation of language use, today's classroom is about teaching languages so that students use them to communicate with native speakers of the language. This is what prepares them to use their language learning as a 21st Century Skill.

In order to prepare students adequately for this new vision of language competence, The Partnership for the 21st Century reports, students **need a long sequence of well-articulated language learning that begins in childhood education**. This argument is also supported by Goethe-Institut (2010) in their report, which presents a contemporary perspective on the factors involved in early foreign language learning (Nuremberg Recommendations on early foreign language learning, 2011).

According to this, there is an observable trend worldwide for foreign language learning to begin earlier than was the case fifteen years ago and it is now well acknowledged that given good conditions, children can acquire basic communicative competences and language awareness. Nevertheless, success depends on the fulfilment of prerequisites in terms of language policy and pedagogical and language-teaching practice.

CONDITIONS FOR EARLY FOREIGN LANGUAGE LEARNING

The following recommendations were expressed in the report by Goethe-Institut (2011):

- Any foreign language program tailored to childhood learning must address the child's developing personality as a whole and it must foster the child's emotional, creative, social, cognitive and linguistic capabilities in equal measure with the aim of bringing about communicative acts in the foreign language.
- Early foreign language learning also very much involves intercultural communicative competence. The early encounter with the foreign language must awaken interest in languages, foster enjoyment in language learning and 'motivate the child to converse meaningfully in a language not his or her own'.
- Children at the nursery education and primary reception class level are not yet very secure emotionally. In planning and implementing the aims, content and methods of early foreign language learning, the practitioner or teacher should always ensure that the child's needs (such as feeling safe and secure, expressing himself creatively, being active, learning by experience and discovery) are taken into account.
- Early foreign language programs require specific specialist competences including knowledge of language and culture, methodological and pedagogic competences. Thus, practitioners and teachers who are to be involved in early foreign language learning should be trained in courses of study specifically geared to child-appropriate language teaching.
- In the effort to make early foreign language learning a success, parents represent an irreplaceable cooperation partner for pre-primary education staff and primary teachers. The closer the rapport between the learning environments of nursery education, primary education and parental home, the more the child will benefit.

To conclude, we are at a crucial point of reshaping our understanding of foreign language practices. This era requires us teaching the 21st century content in the 21st century context. That is to say, we are in a position to deliver content in an interdisciplinary manner through methodologies such as Content and Language Integrated Learning, Project-based Learning, and Task-based Learning in a diverse and dynamic manner by providing slices of real life situations in language classrooms, or by offering opportunities for experiential learning.

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THE ART OF TEACHING MUSIC ACCORDING TO EDWIN GORDON MUSIC LEARNING THEORY

WHY MUSICAL EDUCATION IN THE PROJECT KIITOS@21CENTURY PRESCHOOLS?

ARNOLFO BORSACCHI, AUDIATION INSTITUTE, ITALY

It is already known that musical education brings about numerous benefits for human beings. Because there is, no more need to demonstrate this, Kiitos gives great importance to preschool musical education.

However, many different musical education pedagogical models exist. This large diversity is strictly linked to the existence of various definitions of music.

The number of these definitions particularly increased during the 21st Century, when some intellectuals and musicians experienced new models of music, breaking up with the previous traditional musical systems. Among them even those that can be generically called Western systems, which were (and still are) based on tonalism and regular beat rhythmic systems, with same or different tempos and partitions.

The Kiitos project choose to embrace those musical education activities based on the Music Learning Theory (MLT) by E. Gordon for a number of specific reasons that we will acknowledge gradually in this handbook.

Among others, the first reason is that MLT provides a theoretical system that allow us to understand how a human being learns when learning the syntax of a musical system. In other words, MLT explains how children learn to familiarize and informally understand how and according to which rules their adult or young partners play with sounds when playing music.

A few questions to learn and grow up together:

- Try to understand the premises of the various musical education activities you have learnt: on what idea of music are they based on?
- Train on sound and train on music are not quite the same thing: why?
- What is your listening repertoire and which songs can you sing.

Do you think you have a good intonation and a good sense of rhythm when you re-evoked and sing some familiar tunes?

This familiarization path is composed of a group of processes and capacities called, according to MLT, Audiation.

Audiation develops based on aptitude. Each child is predisposed to develop Audiation. The Preparatory Audiation processes are the fundamental ones, those that could help us focusing on the connections between sounds and instinctively learn to musically express ourselves relating to the musical syntax and system we belong in.

We can more specifically call these **processes Acculturation, Imitation and Assimilation.**

ACCULTURATION

During the Acculturation process, we collect information on the music we are listening to using our body and mind. Diversity, free listening and rich expressiveness enhance the Acculturation process.

For this reason, it is important to join the children in their listening. Sing for them. Chose a rich, varying and complex repertoire. Build their familiarity through a cyclical repetition of the listening. Promote a physical listening through movement without forcing children to move following the adult's indications. Use a repertoire of songs with words (that can be common in primary schools) supported by a repertoire of songs without words and instrumental music.

TIPS

- Propose to the children a shared listening of short and complex instrumental or song music.
- Choose the repertoire with all due care and create listening occasions trying to promote a cyclical repetition of already known songs together with new songs.
- Choose the repertoire with all due care and create listening occasions trying to promote a cyclical repetition of already known songs together with new songs.
- If you feel at ease, sing the songs with and without words not asking the children to sing with you until they spontaneously do so.
- Take good care of the listening setting: an empty space and some ritual introductive and conclusive activities help children to gain their own listening space.
- Do not to tell children "how" to listen. Instead try to help them understand that they can listen together through many different ways and that there are some disruptive attitudes that don't allow others to listen.

IMITATION

Through the imitation process we relate to the model who plays music for us. The model can be a child or an adult or a group of individuals. By imitating it, we instinctively learn whether there are differences between our singing and the model's singing until the point where we can express ourselves through an accurate intonation in the presence of the model, as we were singing together with somebody or along a record.

The imitation process is nourished leaving time and space to children that they can use to spontaneously sing with us, without them being asked to. It is important not to judge them and label their musical production as wrong or tone-deaf imitations. It is fundamental to guide them in recognizing when their singing is alike or different from the model. To sing or move differently doesn't mean that they sing or move incorrectly.

This way the children keep their motivation alive, feeling free to sing. In time, they then focus on the familiar elements in the music that they are experiencing and they start imitating them accurately.

We are talking about singing.

Voice and body are the instruments with which a child builds his audiation and transposes it in music. He is familiar with them even before birth. They don't need any technique and they put children and adult on the same level, allowing the musical dialog between them. Spontaneous imitation happens when the adult takes good care of the dialog space through silence, waiting times, welcome and the absence of pressure.

An adult using eye contact, breathe and movement as integrated elements of audiation facilitates the child in having the possibility to access the musical dialog in a global and complete way.

TIPS FOR MUSIC TEACHERS

- When children start singing spontaneously they need you to sing with and for them for a long time still
- When children sing with you with different rhythm or melody, keep on singing with and for them: welcome their temporary inaccuracy means to welcome them in the dialog and allow them to keep on learning informally
- When a child still sings using an inaccurate intonation or rhythm, seize this opportunity to point out the difference between your musical expression and his, underlining however the quality of that difference;
- Guide the children to focus their attention on what sounds the same and what sounds different in a melodic or rhythmic phrase: you can sing a fragment of a song and then sing it again changing its rhythm or melody and then state: "Now I sang something different". The focus on equivalence and difference promotes the processes of the preparatory audiation;
- Be expressive and communicative when you sing;
- Take care of your intonation and your sense of rhythm;
- If you find it hard to learn a repertoire or you're not sure of your intonation or sense of rhythm, use materials such as those provided in the project Kiitos or by the Audiation Institute.

ASSIMILATION

Through the Assimilation process, we can re-evoked sounds inside us; we put them in relation with harmony and with the rhythmic elements in an accompaniment, be it audible or just evoked inside us: we become models for ourselves and we are also able to listen to the sounds that we sing or those that are not played. That is because the connections between sounds are present in our Audiation.

When we accurately imitate we are still in presence of a model. Children can often accurately imitate when singing with an adult or in between them. In the same way however, they lose their ability when they sing alone. That is because the syntactic relations between sounds are no longer supported by an accompaniment or by the presence of solid models. Therefore, In order to promote the assimilation processes, it is necessary to guide the child listening inside of him the melodic or rhythmic syntactic fundamental elements of the music he wants to sing.

It's a deductive process, that the adult can promote being model of the way he coordinates (as an e.g.) with the first chord of a song while he starts singing it.

TIPS

- The presence of the model is fundamental for children for a long time: keep on singing with them using an instrument until you feel that intonation and sense of rhythm are quite accurate in the group;
- Help the children to mutually listen to one another while they sing and to identify difference and similarities;
- Show the children how you coordinate with an accompaniment and how you seek the first note of a song before starting to sing, through silence and breathing;
- Sing a rhythmic accompaniment or a second voicing along while children are singing a melody that they have learnt;
- Teach simple two voices songs as children are ready to: this generally does not happen before they are 5 or 6 years old.

The reason why this project chose to embrace those activities that bring on the purpose of promoting the development of the Audiation is linked to the fact that they attribute great worth to the cultural transmission processes, as an integrated pedagogical approach. What we mean by culture is the combination of activities developed by the human groups in order to evolve.

Kiitos@21stCenturyPreschool pedagogical framework recognises the importance of guiding the children to developing their ability to orientate in their musical culture context, in order to comprehend it and to be a part of it and from this acknowledgement to embrace other musical cultures.

Critical thinking can only be built, on a solid basis of comprehension and focus on the fundamental pillars of our own cultural systems.

When children are able to orientate, thanks to the audiation, in a musical system, they are also capable of improvising and creating their own musical ideas so that they can also be understood by their partners, being them children or adults. These ideas can then be shared and used in order to create some new ones, or to change, modify and enrich the existing ones.

Creativity and Communication

We have now briefly described the processes in the Preparatory Audiation. However, for a better comprehension, we need to say something about what makes the development of these processes possible.

Kiitos relies on the music educational experiences based on the MLT also because they give great importance to the emotional and educational relationship as the foundation of every learning process. In this sense the adult educator and the group have extremely important roles.

Watching the child in a group context, promote mutual observation and identification and facilitate them to embrace all of the various possible ways of being together in the music context, allow to build collectively different repertoires of meanings to the musical experience. The most important part of this repertoire of meanings is composed of emotions, sensations and pleasure. An unspoken un-rationalized sharing of this repertoire activates the Audiation.

Discovering, comprehending and embracing music are actions that arise in the context of building relationships. Even when we play music alone we actually are re-evoking a number of relationships that are not only related to sounds: we re-evoked a play of sounds in which other people were involved.

The keyword is therefore “together”.

“Together” we learn how to speak, to play music, to grow old, understand, cooperate and create.

We find that the 21st century’s competences are the same in every field, such as in musical education. Our aim as educators isn’t to recreate them from scratch or to introduce them as innovations.

Our task is not to forget them.

A top-down view of a diverse group of children and adults sitting on a light-colored floor. They are gathered around a small globe, with many hands pointing towards it. The children are of various ethnicities and ages, and the adults are smiling and engaged. The scene is brightly lit, creating a warm and collaborative atmosphere.

PART II

KIITOS@21STCENTURYPRESCHOOLS

INTEGRATED PEDAGOGICAL APPROACH

SUSANA ESCULCAS, PROJECT COORDINATOR | PONTE DE SOR MUNICIPALITY

OUR CONTEXT

Kiitos@21stCenturyPreschools is a project based on a local pedagogical experience, carried out for 12 years in the Public Preschools in Ponte de Sor School Cluster, which aimed to integrate English and Music learning in the curriculum of preschool education.

This experience carried out for the last 3 years, involved: almost 250 children each year, 12 classrooms in 7 Preschool institutions; 12 preschool teachers, 7 English Language Teachers, 6 Music Teachers and 2 Physical Education Teachers.

OUR VISION

Every child in every preschool will have access to a qualified 21st Century Bilingual Education. This education will prepare children to become responsible and engaged citizens, ready for life in a changing world.

OUR MISSION

Our mission is to reinforce the quality of educational experiences in the context of preschool institutions in Ponte de Sor, and the countries included in this partnership, by interconnecting different pedagogical approaches in order to stimulate children global development, promoting basic and transversal skills using innovative methods, and strengthening education and training paths of educators.

UNDERLYING PRINCIPLES

Based on language learning research and “Music Learning Theory” by Edwin Gordon, our **initial assumption** is that **we learn Music and a Foreign Language as we learn our mother tongue. Edwin Gordon proposed that music-learning sequence is similar to language learning sequence.** He pointed that an extensive music listening vocabulary is vital to later music thinking/audiating/improvising, reading and writing, in much the same way as extensive language listening vocabulary is necessary to later success in thinking, reading and writing Language.

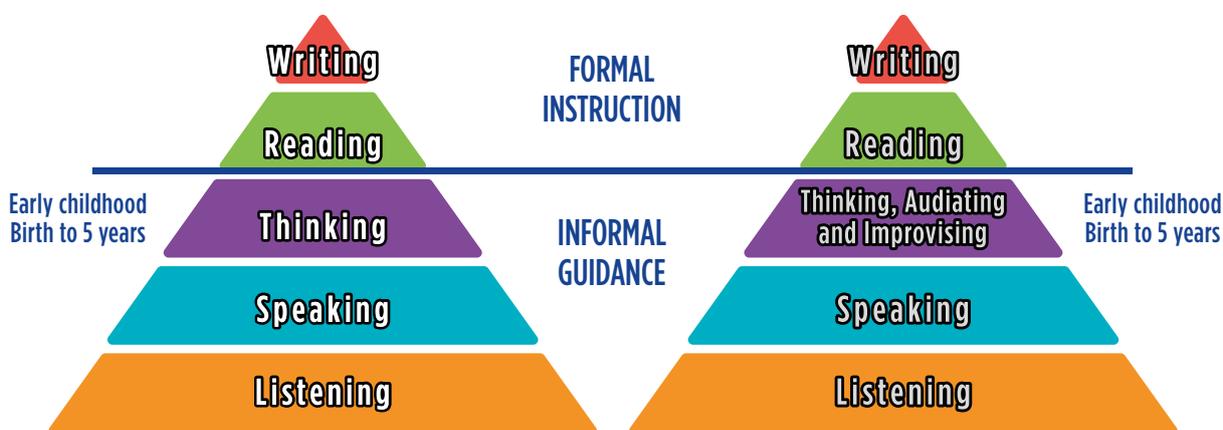


Figure 1 - Language Learning Vocabularies

Figure 2 - Music Learning Vocabularies

The **Second Assumption** is:

Children learn better and in a significant way in the context of a relationship where the adult plays the “role model” to be followed and supports children’s learning process by scaffolding children’s language development and communicative skills.

Preschool teachers, in general, have low proficiency in English Language or in Musical Skills, which constitute a constraint in this process, since they are the ones with the closest relationship with children. Therefore, we need subject teachers to collaborate with the preschool teacher to integrate English Language Learning and Music Learning into preschool activities carried out in the preschool.

Since the process of language learning occurs in the setting of preschool activities and have to be integrated in a natural and spontaneous way in the curricular guidelines for preschool-learning areas, subject teachers must follow preschool teachers in their daily practice, observing children and documenting their interests, needs and achievements and planning activities together.

The **Third Assumption** is:

COLLABORATIVE TEACHING can be a solution to implement an integrated pedagogical approach to promote 21st Century Skills and Second Language Learning in preschool education, but needs to be planned carefully having in mind the following principles:

- Collaborative teaching needs an ethos of trust and complicity between preschool teachers and the subject teachers;
- Deciding on which teachers will be paired together can make or break a successful teaching partnership;
- Coordinators or school director must organize collaboration schedules a year ahead in order to ensure that teachers will have shared planning times;
- Time must be set aside for planning activities and for reflecting on their teaching practices and deciding on appropriate learning approaches to use;
- Collaborative teachers need to bring their best strengths and practices to the team while remaining flexible to adapt to new methodologies that can benefit children’s learning;
- Team teachers must also present a united front so that children perceive each as being of equal importance in knowledge and authority thus leading to more respectful learning environments.

The Curriculum guidelines proposed in this integrated pedagogical approach, encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children’s second language learning and the development of 21st Century Skills

The emphasis in this Framework is on the planned or intentional aspects of the curriculum related to 21st century skills and second language learning impregnated in every daily preschool settings.

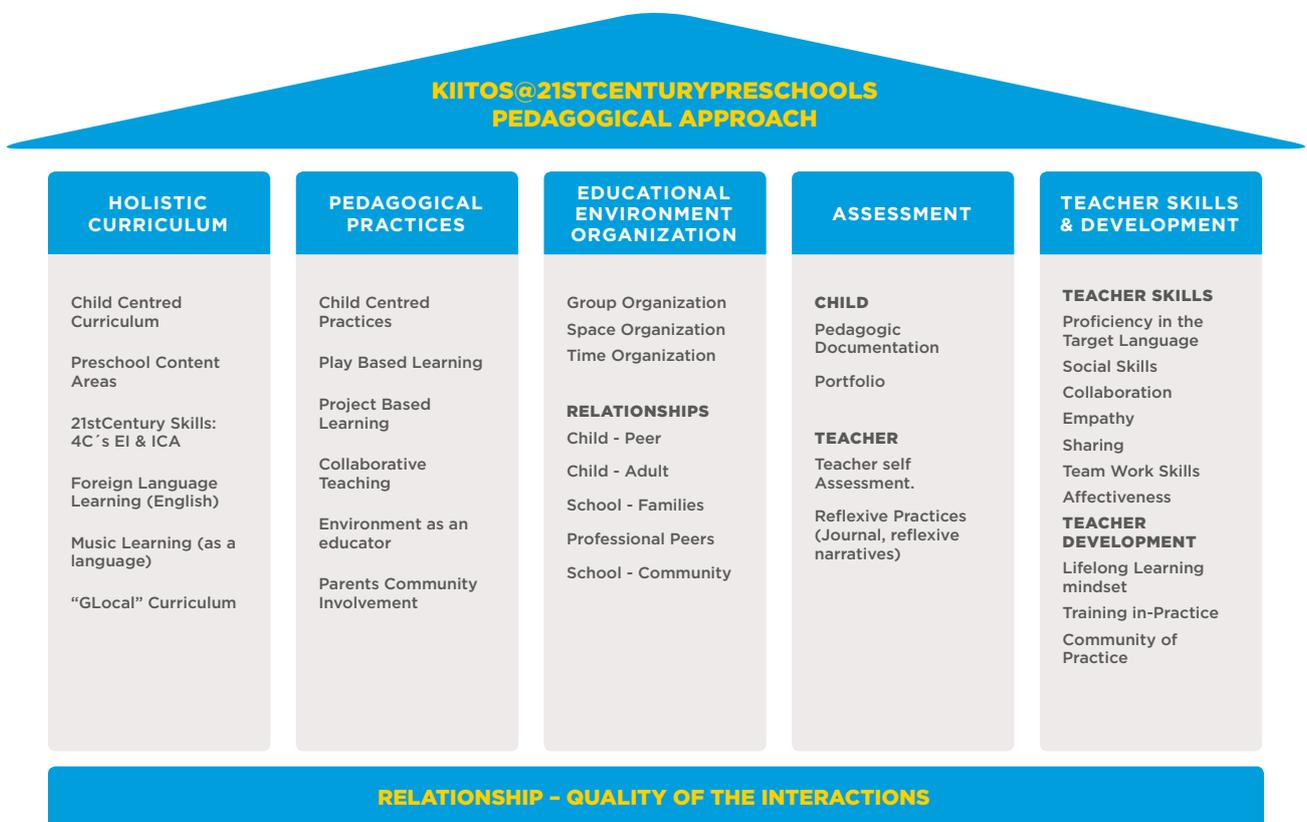
All these assumptions lead us to some guiding principles to guarantee the quality of this integration and the success of children in achieving the learning outcomes.

GUIDING PRINCIPLES

The following guiding principles serve as a compass to direct our pedagogical practices and activities.

1. Start Early.
2. All children are competent and their learning must be rooted in experiences appropriate to their developmental levels and cultures.
3. Children’s learning is dynamic, complex and holistic.
4. Relationship is the heart of Pedagogy. Children learn better and in a significant way in the context of a good relationship.
5. Collaboration is essential for achieving the task of promoting basic and transversal skills in children and also stimulating their global development.
6. Inclusion of all stakeholders in learning process through innovative practices.

KIITOS PEDAGOGIC FRAMEWORK



EXPLANATION OF THE PEDAGOGICAL APPROACH FRAMEWORK OF KIITOS@21STCENTURYPRESCHOOLS

In order to understand better the Framework of the pedagogical approach developed in the “Kiitos@21stcenturyPreschools project, we need to understand each component and the relationships establish between them.

HOLISTIC CURRICULUM

Open Curriculum, Child-Centred

Considering the child at the centre of the teaching / learning process and the complexity of the way children learn at this age, we advocate the integration of a foreign language and music learning, in full respect for their interests, needs and abilities according to their individuality and the cultural context in which it is integrated.

The Curriculum we propose is open, child-centred, involving all content areas and domains of Pre-school Education curriculum guidelines, integrating the foreign language (English) and music as another “code” of expression and communication that empower the learning of other contents and transversal competences.

21st Century Skills

The time to begin preparing children for the challenges and demands of the future is when they are young. Children in the early years are curious and excited learners.

The development of the young brain is cumulative layering of foundational skills influenced by relationships, experiences, and environments. This is why nurturing emerging social, emotional, cognitive, and language skills in the early years is critically important”. (21st Century Skills Early Learning Framework – Guide, 2017)

In Kiitos@21stCenturyPreschools we have the mission to create learning experiences and environments “that tap into that natural curiosity and excitement.” (21st Century Skills Early Learning Framework – Guide, 2017) This includes promoting the development of soft skills like critical thinking, collaboration, communication, creativity, technology literacy, and social-emotional development. “Children need to begin to develop the early foundational skills that will help them reason, think creatively, analyse data, and work collaboratively in the future.” (21st Century Skills Early Learning Framework – Guide, 2017).

THE FOUR C’S - CONCEPTS

Creativity & Innovation

“Children are capable of expressing their creative thoughts and feelings through many activities, including painting, writing, drawing, sculpture, drama, dance, movement, and scientific exploration. Creativity can be expressed in many forms such as how a child approaches a task or a new problem.

Part of creativity is learning to innovate. Innovation with young children is how they test their thinking and interact with their world. Children often start by imitating observed behaviors and begin to innovate using novel ideas or solutions if typical approaches do not work.” (21st Century Skills Early Learning Framework – Guide, 2017).

Critical Thinking

“Problem solving involves the ability to generate and execute a solution to a problem. Problem Solving occurs when a child uses trial and error to solve a problem until a successful solution is found. This includes imitation and observational learning by observing others and using their problem-solving approaches; sorting and classifying to compare, contrast, group, sort, and categorize objects; using logic and reasoning to generate solutions to problems based on rules generally accepted as true, and; planning and sequencing to develop and follow a multi-step plan in order to achieve a goal.” (21st Century Skills Early Learning Framework – Guide, 2017).

Communication

“Listening, speaking, storytelling, and sharing thoughts and ideas are all communication skills. Children learn through listening to others and hearing stories. They imitate languages they hear, body language, facial expression, and eye contact.

Children gain an understanding of themselves and the world through communication. Strong early communication skills are directly related to later literacy success. Developing strong patterns of both verbal and nonverbal communication also foster positive self-esteem and social skills. (21st Century Skills Early Learning Framework – Guide, 2017).

Collaboration

“Collaboration is how children begin to build friendships and work with others. Young children initially watch others and eventually share or play together. As they get older, they become aware of other children’s feelings and ideas. Young children are motivated by acceptance and they learn to respect others, make compromises, and appreciate each other’s perspective and skills when engaged in collaborative activities. Learning these skills early has the benefit of supporting positive interpersonal relationships.” (21st Century Skills Early Learning Framework – Guide, 2017).

Socioemotional Skills and Intercultural awareness

Social skills involve understanding emotions of others, developing empathy, learning consequences of behaviours, and understanding that others may have different thoughts than they themselves do. These skills are essential to a child’s success, critical to a child’s sense of belonging and connections to others, and directly tied to communication, collaboration, and adaptability.” (21st Century Skills Early Learning Framework – Guide, 2017).

Intercultural skills are “the understanding of similarities and differences in others. They also include the ability to appreciate and understand one’s own culture, as well as to learn to understand and appreciate others’ cultures in the process.” (21st Century Skills Early Learning Framework – Guide, 2017).

FOREIGN LANGUAGE LEARNING

The learning of the foreign language is made naturally in the context of the routines and activities resulting from the curricular guidelines of pre-school education and school education project, with the opening to the areas of interest of the children, through pedagogical practices that we will describe in the component.

The objectives of Foreign Language Learning are:

- Foster an interest in communicating in English in the classroom or other contexts;
- Develop pleasure in using English;
- Provide opportunities to learn thematic vocabulary sets;

- Support the development of a correct pronunciation;
- Develop the ability to communicate spontaneously in English.

LEARNING MUSIC AS A LANGUAGE

Music, in addition to the activities of musical expression listed in the curricular guidelines of Pre-school Education, is developed in this project, through a pedagogical approach based on Edwin Gordon's Music Learning Theory. The learning objectives for children are:

- Provide the child with a musical acculturation as early as possible during the three years prior to his or her entry into the 1st Cycle, similar to that given in terms of the mother tongue language by parents and society which occurs from birth;
- Guide the child to overcome the tonal and rhythmic stammering, through an informal guide, building the foundations of the musical vocabulary of audition and singing, so that it will best benefit from future musical education;
- Provide each student with a path of autonomous musical thinking.

The guiding principles of this approach and the pedagogical practices listed in the Informal Guide can be found in the Manual produced, within this project, for Music teachers. <http://kiitosxxips.wixsite.com/kiitos21/o3>

“Glocal” Curriculum

In order to value the educational context of each child, their culture and respect for different cultures, we give particular attention to the dimension of the “Glocal” Curriculum. This curriculum is based on the knowledge of the local context of each child, family, school, village, city, county, region, country, and the exploration of other contexts of other countries and communities and their respective cultural realities.

“Glocal” is the term we use to represent local contexts in a global context, reflecting on the particularities, differences and similarities of each context, promoting the appreciation of the local context and its wealth, and promoting intercultural awareness by respecting other countries and their cultures.

PEDAGOGICAL PRACTICES - MAIN PRINCIPLES

Child Centred Practices

“Focus on children’s interests.... Children are more likely to engage in child-led activities and to concentrate on them through direct instruction.” (21st Century Skills Early Learning Framework – Guide, 2017).

“Teachers must provide opportunities to help children develop skills beyond early language, literacy, and mathematics. Offer feedback and encouragement on a regular basis to reinforce skill development in essential skills, social-emotional development, and to foster self-esteem.” (21st Century Skills Early Learning Framework – Guide, 2017).

Play Based Learning

“Play is at the heart of how young children learn. Through play, children demonstrate what they are learning, what they are interested in, and what they are concerned about.” (21st Century Skills Early Learning Framework – Guide, 2017) “This authentic approach helps to make the learning “stick” because it is more meaningful and relevant to the child.” (21st Century Skills Early Learning Framework – Guide, 2017)

“Structured activities involve daily schedules with predictable yet flexible routines. Children thrive in environments where stress is reduced through children’s understanding of expectations and what comes next.” (21st Century Skills Early Learning Framework – Guide, 2017).

“The schedule of learning activities within the curriculum should include all areas of development: physical, cognitive, social and emotional, language and literacy, and 21st century skills.” (21st Century Skills Early Learning Framework – Guide, 2017)

PROJECT BASED LEARNING

This methodology has several advantages:

- First of all this may give a note of change and improvement to the preschool classroom;
- It also foster a more creative environment in the child’s school day;
- The child will have more opportunities to develop critical thinking and reasoning;
- This will be a more personalized learning experience because it matches child’s choices, opinions, curiosities;
- The child will definitely be more involved in the whole experience because it comes from her.

COLLABORATIVE TEACHING

Collaborative teaching is all about sharing, supporting and complementing. Sharing activities, ideas and affection. Supporting each other when there are problems to solve, materials to prepare, tasks to fulfil. Complement the learning with other subjects, thus better preparing children for the future.

EDUCATIONAL ENVIRONMENT ORGANIZATION

To foster 21st Century Skills and Foreign Language Learning we must take the following dimensions and what they imply into consideration.

DIMENSIONS LEARNING SKILLS FLL	KIITOS@21STCENTURY PRESCHOOL (KIITOS21) BILINGUAL LEARNING ENVIRONMENT
 <p>GROUP</p>	<p>The way we prepare the group depends on what type of activities we want to promote. It is very important to have a balanced choice, that implies working with the big group, small group and individually.</p> <p>During big group activities there are a number of actions that will enrich and promote the learning of a foreign language. We must first present and work, in an organized and consistent way, routines, story time, vocabulary games, rhymes and songs, in big group, so that children are empowered to use them later autonomously.</p> <p>Small group activities are very important because they will foster particular actions or we will use them to do formative assessment.</p> <p>Free play with peers or even individual play are excellent opportunities to observe and take notes of children’s learning progress. Whenever the English teacher is invited to play with an individual child or with a group of children, it is a worthy opportunity to introduce natural and appropriate English, to promote natural moments of communication in the foreign language.</p>



TIME

The child's day is organised in such a way that appropriate time is given to:

indoor and outdoor play activities. Children need time to make choices, and to settle into and develop their play;

activities such as circle time, story and music time, and the routines associated with lunch time;

English activities during 2 hours a day with the presence of an English teacher;

Music and physical education occur twice a week with subject teachers and have a fixed time scheduled.



SPACE ORGANIZATION TO FOSTER CREATIVITY & FLL

Kiitos21 Environment supports both creativity and innovation by providing an abundance of opportunities for different types of creative play experiences.

These environments include, flexible playing areas like: the house, garage, shops, building blocks, clay, recycled materials, measurement tools, items found outside, buckets, balls, and arts and crafts supplies to encourage creativity and innovation.

Children are able to move freely between the learning areas to innovate and create based on their interests.

Creativity and innovation go beyond art activities and occur while children are making up a game outside, building with blocks, or pretending during dramatic play, with the goal of encouraging children to express their thoughts and ideas and learn from others.



CRITICAL THINKING

Kiitos21 Environment supports both critical thinking and problem solving skills by providing an abundance of opportunities for different types of social play (dramatic, cooperative, and physical).

During playful activities, children exhibit their learning, practice what they have been exposed to, and are curious about. Children learn through acting out events and solving problems they see in their daily lives.



COMMUNICATION

Children learn through engaging in conversations, listening to adults and peers, and observing how people communicate. The Kiitos21 environment is bilingual and "language rich". Adults encourage children to ask questions, share ideas, express their feelings, as well as respect others through listening.

High-quality language interactions provide children with experiences that foster growth in language and communication.

Language learning and practice is everywhere and storytelling is welcomed.



COLLABORATION

Collaboration in the Kiitos21 environment is enhanced through a combination of small group, large group, game play, and project-based activities. Young children thrive when they feel valued and see they are treated fairly, both by their peers and by adults. Adults facilitate discussions among pairs or groups and strive for maximizing the level of participation of all children. There is a focus on what children are interested in and they are encouraged to explore their interests together.



SOCIOEMOTIONAL SKILLS AND INTERCULTURAL AWARENESS

In Kiitos21 every child is valued. Their natural abilities and individual strengths are recognized. Children learn to appreciate the uniqueness of individuals within the group, respect the feelings of others, and embrace rich linguistic and cultural diversity.

The environment is arranged so children can work together with duplicate materials. Role-play is encouraged to help children learn how to take different perspectives and become accustomed to different points of view.

RELATION AND INTERACTIONS BETWEEN DIFFERENT ACTORS IN THE EDUCATIONAL CONTEXT

The relationship is the heart of Pedagogy. The relational context in which interactions between the different actors in the educational process take place is one of the pillars of the approach advocated by Kiitos@21stcenturyPreschools.

Language is the tool for the process of socialization and adaptation to the environment the child belongs to. The child does not learn the nuances of isolated language in the world.

The interaction with the environment, the social relations that it provides, are crucial factors for the development of language and the learning of a second language.

Thus, we argue that the relational and affective conditions between Preschool teacher/ teacher of English and children (intersubjectivity) will be the setting for learning the second language.

Peer interactions are another important context for learning. When engaged in peer play, children observe others and will imitate or build on what they observe. They gain social and emotional skills when they make efforts to create games and coordinate activities with each other. For example, children learn self-regulation when they develop and play rule-based games and they learn perspective when they negotiate the themes within dramatic play activities with others.

Parents Community Involvement

Good relationships between staff, parents, members of the community and other agencies will contribute to the child's welfare and education. Throughout the time the child is in a pre-school setting, staff usually have contact with other professionals involved in health, care and education. Valuable information can be exchanged which will assist the child's learning planning, normally with the co-operation of parents.

PEDAGOGICAL PROCESS - BRINGING KIITOS@21STCENTURY PRESCHOOLS INTO THE KINDERGARTEN.

PRESCHOOL PEDAGOGICAL TEAM: CRISTINA CRUZ BUCHO, CARLA ROCHA, RICARDO MIGUEL

In this chapter, one pedagogical team brings some practical insights about the work they develop in Kiitos and some reflections about the Practices of a Collaborative work

This integrated approach implies a close collaborative work between the Preschool, English and Music teachers. These three adults have to work together, supporting each other and at the same time enhancing children's development. This work implies that Preschool teacher and English teacher coo work for around ten hours a week and with the Music teacher, they work for two hours a week. With the Music teacher, we have two different moments: one dedicated to Music Learning Theory and the other moment dedicated to developing Music transversally.

ENGLISH LANGUAGE LEARNING IN THE PRESCHOOL CLASSROOM DAILY ROUTINE

Establishing routines

During the day, the preschool classroom has a number of pre-established routines that help children feel comfortable and secure. Children will apprehend themselves of timetables, behaviours and rules therefore acquiring a sense of belonging to the group and to that particular space/ classroom. During routine moments it does not matter the amount of English provided as long as English is present during all those moments. It is always preferably to provide children with simple, adequate and natural English. It is equally important that all structures used are correct and consistent with the situation they refer to. If a chunk of language is used repeatedly, children will definitely learn it better. The ultimate aim is to prepare children to use the structures or language modelled by the teacher autonomously when talking with their peers.

The welcome moment, either in the morning or in the afternoon takes particular importance because it sets the mood for the rest of the day. During circle time, children and adults prepare the day, planning the activities they will develop, choosing what they want to do and taking action towards their own learning process. This moment is particularly important when it comes to establishing bonds between adults and children but also between children and peers. Within the circle time routine children will feel safe and protected because it is something they do every day. That is why a well-organized and consistent routine is very important because it is repetitive and therefore easier to memorise. The everyday circle time routine is predictable for children and this will help them feel more secure and task-prepared. It also helps building a consistent classroom environment. Finally, it fosters children's engagement and attentiveness. All this will cause children to feel more motivated and open to learning new skills. Setting a secure and happy environment will help teachers to establish the daily routine they want to convey.

One **can do the circle time routine, or carpet** time, in many different ways. From our own experience, the best way is when both teachers are together doing it. By

being present, the Preschool teacher legitimises the moment, thus helping the group accepting the English teacher. Usually this activity is done, in the morning period and it **includes the filling of the daily charts**, with day of the week, month, day of the month, weather, season, number of children and number of boys and girls, both in the mother tongue, and the foreign language. When the English teacher goes in the afternoon the helper also talks about the charts but this time only in English. Of course, depending on the Preschool teacher one may have other information to convey during this activity. Some teachers may also want to include songs, poems, rhymes or even the lunch register. The inclusion of extra tasks depend mainly on group decisions. Usually, a helper guides the group, either by asking the questions to fill in the charts, or by giving the answers to the so mentioned charts. As time goes by children become more autonomous leading these tasks and both teachers are present just to scaffold the activity. One may wonder if children find this way of working confusing. We may assure the reader that they see it as a dance the two teachers are performing together. Most of the times teachers are there only to provide with the music because children are the ones who are truly dancing.

Below we will present some of the dialogues used with children during daily routines. They are mere examples of short dialogues children recognize and use.

During snack time:

Teacher: *Do you want milk?*

Child: Yes, please.

Teacher: *Here it is.*

Child: Thank you.

Teacher: *You're welcome.*

Teacher: *Do you want milk?*

Child: No, thank you.

During cookie time:

Teacher: *Do you want a cookie?*

Child: Yes, please!

Teacher: *How many cookies do you want?*

Child: One, please/ Two, please (etc)

Thank you.

Teacher: *You're welcome.*

Teacher: *Do you want a cookie?*

Child: No, thank you.

During lunch register:

This register appeared because children asked the English teacher to do it with them. They were already doing it orally, using mother tongue with the Preschool teacher, so they asked to do it in English too. After a while this became a daily practice that not only conveys a lot of varied vocabulary and structures, such as types of fish, meat, vegetables, fruit, cooking, but also because it is an opportunity to talk about good eating habits, healthy and unhealthy food and even the idea of varied diet. Below we have the example of part of the dialogue established during this activity.

Teacher: What did you have for lunch today?

Helper: Today we had soup.

Teacher: What type of soup?

Helper: Green beans soup.

Teacher: Good. And for main course, did you have fish or meat?

Helper: Meat.

Teacher: What type of meat?

Helper: Chicken.

Teacher: And what did you eat with the chicken?

Throughout the day, we may foster the use of the foreign language in many varied ways. For instance, we can use rhymes for choosing the learning area or the activity children will do; or we can use rhymes as a clapping game or a “Who will be the next one?” game. Whatever the activity we choose, we have to make sure it is appropriate, fun and pleasant for children, on one hand. On the other hand, we have to ensure children are able to use it on their own, either during free play, or during teacher-oriented activities.

In short, the partnership between Preschool teacher and foreign language teacher is utterly important. Together, by carrying out all routines established on a regular basis, they ensure the success of the learning process.

Educational environment

Many researchers affirm children learn best when they feel they belong to a secure, friendly and well-arranged environment. Even though, the preschool classroom is a space full of learning opportunities, it is also important, children feel comfortable and safe. Children need to develop a sense of belonging to the space and we can develop it if they participate actively in its organization. An environment, they feel it is theirs, will certainly enhance their development, both through learning, and through play.

Usually the preschool environment is organised in different learning areas. Because learning occurs every day and everywhere, it is essential to be ready to create new areas according to children’s needs. One of the areas we suggest is the English Language Area (ELA). An ELA in the classroom can promote the autonomous use of the language during free play without the presence of the language teacher, but it can also “...provide a facility that is organised to stimulate children’s natural use of the target language items that are presented in the teacher-led activities.” (Robinson, Mourão and Kang, 2015)

Furthermore, the same authors say that “Increasing the accessibility of English and making it visible in the classroom through English resources such as signs, posters, books and the story-based materials used in the teacher-led activities, signals its importance and gives it a value equal to the other themed learning areas.” (Robinson, Mourão and Kang, 2015)

Informal learning situations

When we work with children, we need to be alert to all the tiny and informal situations that may come as learning opportunities. Why are these informal learning situations so important for children development? When we see the world as a classroom, everything we do must have educational intention, therefore children will profit from everything at their disposal. Children are usually more motivated when learning comes spontaneously. Therefore, if we have in mind this we will have many chances for promoting learning experiences. Whether a child is in the bathroom washing hands or outside in the seesaw playing, the English teacher must support language opportunities at all times. The more we expose children to English, the more they will learn. Besides, we are offering children with authentic English they may use in a daily normal conversation. This must be the focus.

Learning Music as an expressive Language – Music teacher role

The purpose of “teaching” music according to some principles of Edwin Gordon’s Music Learning Theory is to help guiding the child informally, to understanding and apprehending music in a similar manner to how they are oriented in understanding the mother tongue.

The importance of singing is fundamental. It is a way of approaching the child, since it is the instrument we have in common, and, as a model, we use it to teach them how to use their voice for singing and intonation.

Children are exposed to a rich and musically varied environment, using tonal and rhythmic chants with various metrics and modes. Thus, the teacher is the model that helps the child develop processes and acquire musical and informal skills, stimulating the audiation, that is, the understanding of musical syntax, which is the structure that supports the organization of sounds.

To develop the preparatory audiation we use a set of educational practices that are based on the Informal Guide. This is always based on children’s natural responses, done in an environment of proximity and empathic relationship, thus favouring the development of preparatory audiation.

In the Informal Guide, there are several important instruments. **Singing** is the most familiar instrument and it creates identity and closeness with the child.

- **Patterns** are the contents of songs and can be tonal and rhythmic, that is, sets of sounds organized with certain rules, creating a fundamental tool of individual dialogue.
- The child's **movement** must be fluid and spontaneous, which is related to the way the child audiates, that is, the interpretation of the music she/ he is listening to. We must leave them free, letting them create their own form, using all the senses to develop their audiation.
- **Eye contact** is fundamental for the construction of the educational relationship and for the achievement of a musical dialogue.
- **Silence** is also very important because it is the space to audiate and dialogue within the musical relationship.
- **Games** and **play** are also important tools mentioned in the Informal Guide, because on the one hand, they foster a more natural way of learning, and on the other hand, they support processes of musical learning.
- The importance of **Breathing** is deeply connected with the audiation process. Movement stimulates breathing and breathing stimulates audiation consequently promoting quality in the relationship and enabling dialogue.

This learning approach has several types of preparatory audiation stages.

The first is Acculturation, which is the basis of all other processes, that is, the way information “enters” the child.

Imitation is the process in which the child wants to do what the model does, being concerned with the quality of the action of the other and not with his/ her own quality.

Finally, in the Assimilation, the child focuses on the quality of the sounds within herself/ himself, in her/ his audiation. The model begins to disappear and the child refers to the previous model looking for the meaning of the musical syntax within herself/ himself.

Teachers Roles - The importance of the Preschool teacher presence

The Preschool teacher is the adult who spends more time with the child, besides family.

It is essential that the Preschool teacher knows some of the principles adjacent to the music learning theory. Her participation in a session is very important to complement the activity of the music team. In addition, having curricular objectives to fulfil, it is always interesting for the child that the musical component implicit in the Preschool teacher activity plans are worked in the classes of MLT, thus avoiding the traditional approach, with a view to a development of the musical competences in its aspects.

Thus, by being actively present in the Music Activity and being this figure for children, the Preschool teacher helps with the emotional and affective aspects, contributing to their well-being and pleasure. Musical practice will be a source of joy and the MLT will be an orientation to this emotional state.

In order to accomplish successfully this objective, there must be empathy between Preschool teacher and the music team, as well as other elements present in the room, such as the presence of the English teacher.

Children who perceive a good environment, and want to participate in it, feel this empathy. For this, nothing better than the MLT developed in all its aspects, because if the child learns to speak correctly in a natural way, then fine-tuning, with certain rhythm and flow movement, should also be a natural process as well.

The healthy complicity between the pedagogical team and children will contribute to a pleasant musical environment in the room that will help to develop musical skills in them, which may go through the interpretive aspect, but also through the creative exploring and creating songs based on the orientation of the Preschool teacher's activity plans. If a child is happy to correctly sing a song from any songbook, much happier will be if there is a creative process with their participation.

Therefore, since the Preschool teacher is a fundamental element in the emotional and formative development of the child, and since the musical language is one of the learning objectives foreseen in its plans, there must be a good interaction with the Music teacher, and therefore the Preschool teacher should be an active element in the MLT sessions.

CLASSROOM ENVIRONMENT

When a Music teacher intends to start a music training class based on MLT principles, there is a requirement to pay attention to, and which sometimes we neglect, it is the arrangement of the room.

Given that we are going to practice an activity that aims to enhance the musical dialogue, and which implies the free and fluid movement, it is important, for several reasons, that the room has dimensions that comfortably accommodates the group. We should also arrange it in a way, which allows children to engage in listening activities, with the possibility of exploring without restrictions or obstacles.

Thus, the room should be without any kind of furniture, or have just a cupboard to store tools used in the games we develop during MLT class.

For reasons of comfort and safety, we should have non-slip and soft floor. Moreover, children should be wearing slip-resistant socks.

The absence of toys or other objects is very important, because they will always be a reason for distraction and lack of concentration for the child, changing the focus of attention from the musical activity to these objects. This does not mean that the space should be serious; teachers can decide on the decoration they want, as long as they have the above requirements into consideration. It is common the preschool classroom, where children have their activities with the Preschool teacher and the English teacher, is obviously full of furniture and toys. Due to this, it would be good if we can have a space, if possible in another room, just for the musical training, so that sessions are as profitable as possible.

In addition, we must remind the reader it is natural for the child to react euphorically when using varied equipment such as bows, parachutes, balls and others during MLT sessions. Nonetheless, we need to use these tools as a way to captivate children's interest and foster the musical dialogue. Yet these tools should only appear at the time of their use.

Music and English Language integration - collaborative “teaching” in preschool

In the classroom context, where there is a tripartite pedagogical relationship, between Preschool teacher, Music teacher and English teacher, according to the specificities of each one, we must look for common points in order to develop musical and linguistic skills in children, in addition to the syllabus suggested by the Preschool guide lines, and children interests.

As a result, bearing in mind children's skills development, we must not forget to promote some fundamental elements in children's life and, therefore, children's learning process: joy and the feeling of well-being!

Music, in first years, is determinant for the cognitive development of the child. First, parents, then Preschool teachers must ensure music is part of the child's day. By doing so, we are fostering moral, psychological, intellectual, physical and cognitive qualities.

Music has the ability to convey a very great diversity of feelings such as joy, melancholy, or calm, among others. Children should be stimulated early to the world of sounds, as it allows them to discover its qualities and develop their memory and attention.

According to Edwin Gordon, we cannot correct the loss of opportunities suffered by a child during the stage when we are establishing the fundamentals of learning. Singing, moving and listening to music at an early age seems to be beneficial for a good language development, as well as for musical development.

Musical Expression and interdisciplinarity

Music is a pleasant way of providing the basis of former knowledge for learning because it can be used to promote interest in a given theme or area, making learning easier once interest is stimulated in a playful way.

When there is a good relationship between the Preschool teacher, as the main reference for the child, the Music teacher and the English teacher, everyone will be able to enjoy music, and, as mentioned before, make the learning process more dynamic and joyful.

The presence in the classroom of both Music and English teacher will complement the Preschool teacher work. The interdisciplinarity that music allows is a benefit. When one works the lyrics of songs, music is providing much more than a simple pleasant experience. It fosters the acquisition of new language, because there is the

understanding of what children are singing, the learning of new words and even the possibility of creating other lyrics versions for that song.

Furthermore, we cannot forget the importance of music in the learning of a foreign language, because very often the child, even without knowing the meaning of the song, simply by hearing it, even in a foreign language, enriches one vocabulary in a playful and fun way.

Consequently, the Preschool teacher who manages to take advantage of this collaborative work will certainly improve in these children stimulus and skills in a not only a natural way, but also in an affective relationship, that no other method of formal teaching will be able to match. In addition, the presence of the three teachers together will allow a better observation of the child in the activity.

There are no doubts on the benefits of collaborative work and therefore the collaboration between the pedagogical team is essential. However, we cannot forget that all the stimulus and skills children are receiving are very important aspects and they deserves all our attention. Those who work with children have already experienced the joy they feel when asked to help, by creating the melody, or the lyrics for a song, either in the mother tongue or in the foreign language. One must always have in mind that this joy must be treasured and daily promoted. When the creative work is completed, children will feel proud of their own creations. For that reason, they will interpret it doing their best to be perfect, showing great satisfaction on the result.

Children's contentment is somehow the mirror of a good collaborative work.

RELATIONSHIP PLAYS AN IMPORTANT ROLE

It is crucial that people who work together get along well, but in this integrated approach this goes beyond getting better. We have to have the same goals regarding learning. We have to dance harmoniously together carrying children by the hand, but at the same time, enhancing children's skills for being autonomous, problem solvers and excellent critical thinkers. Studying the way relationships interfere in a good working atmosphere is on the researcher's agenda. Our experience says that if people do not work collaboratively, sharing anxieties and solutions, promoting an affective environment, respecting each other's work, showing interest and empathy towards colleagues, and above all fostering complicity between themselves, the results might not be the same. More than planning and carrying out activities, we have to create a working atmosphere where we care for each other, where we do not hear the "I", but rather the "we" or "them".

This implies that we have to give more of ourselves than we are used to. This implies that teachers are not in the Preschool classroom only to teach a syllabus but rather to grow as individuals while promoting growth in their children lives.

ASSESSMENT IN PRE-SCHOOL EDUCATION

AMÉLIA MARCHÃO, IPP

Curriculum concepts consensually accepted today for Preschool Education are sufficiently open and broad and understand the child as the central figure of pedagogical dynamics. This curriculum develops a holistic sense and an boundary between several axles, of which we highlight:

- (i). the child and how he/she learns,
- (ii). the various sources of curriculum and the emerging contents,
- (iii). play as one of the main learning strategies,
- (iv). and evaluation as a fundamental element and promoter of the quality of the educational practice.

Evaluation, as a fundamental element of the curriculum and the action of the Preschool teacher, allows a systematic collection of information and, consequently, favours the awareness of the action and the necessary decisions for the adequacy of the educative process and the answers to the needs of each child and group. In this sense, the current Portuguese Curricular Guidelines for Pre-school Education (Silva, Marques, Mata & Rosa, 2016) affirm the need for evaluation, noting that its main objective is not to assign a value or classification to the child nor to establish comparisons among children, rather it is “an evaluation to learning rather than for learning” (Silva, et al., 2016, p.16).

The evaluation emerges thus from a contextual, holistic, systemic perspective, labelled as authentic or alternative and centred on the documentation of the entire process. This is so because it is important to value the child, what he has learned and the progress he has made, as well as use the child to improve the educational action. In the evaluation process, it is important to consider the child and promote his participation as a learning strategy, namely through self-assessment and awareness of what he did, how he did it, with whom he did it, what he can improve or do otherwise.

Regarding the documentation to take into consideration, we highlight the child's portfolio, which brings together a set of elements produced and selected by the child himself, expressing his decision-making capacity. The portfolio arises during the acceptance of the child's competence and appears as a valuable, challenging and innovative instrument of learning and evaluation, constantly built and which has two main objectives: the acceptance of the child as a competent person to include it in the process of learning and integrate evaluation in this same process (Marchão & Fitas, 2014).

With the portfolio the child reveals his choices, makes decisions and learns to exercise smarter thinking, assigning meanings to what he does, learning to justify and value his choices, reflecting and becoming aware of what he is learning.

The children's portfolio can be structured in a variety of ways. Nevertheless, it must be framed and correspond to the educational purposes of the preschool teacher. The latter must plan and structure with the children how to collect and organize the documentation to be included in the portfolio, "assuring the child the right to make decisions and to be involved in the process of building and maintaining the portfolio" (Marchão & Fitas, 2014,p.31).

Being done by children, it requires time and requires the preschool guidance, in order to ensure a good archive, categorized, dated and sequenced and, above all, resulting from the analysis and reflection that the child learns to do, while revealing their learning and progress in.

In order to involve the child, he needs to understand what a portfolio is, to perceive what is expected of him, and needs to be guided through decision-making and reflection, in order to choose the documentation to include in it.

The portfolio should be easy to use for both children and adults - teachers and parents - and should value children, making them the leading character of their own history.

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TEACHER SKILLS, AND TEACHER TRAINING

SUSANA ESCULCAS, PROJECT COORDINATOR

For the implementation of Kiitos@21stCenturypreschools project, the profile and skills of early childhood Preschool Teachers and English and Music Teachers have a central role in this framework.

A pedagogical approach focused on the collaborative work of these teachers requires the development of a set of personal, professional and social interaction skills and a set of attitudes central to guarantee the success of their intervention.

The experience developed in the project demonstrated a set of guiding principles for the profile of competencies according to the different roles of each professional, which we systematize here:

Preschool teacher Role/ Teacher and Competencies Profile:

- 1.** The Preschool teacher / Teacher has the role of facilitator and guide in the teaching / learning process. Their role cannot be summarized as “teaching” but rather as the person who takes care for, nourishes and guides the child in the process of learning.
- 2.** It is up to the Preschool teacher/ Teacher to place the child as an active protagonist of the learning process, sustaining the choices made by the child, establishing an empathic and affective relationship with each child, and posing new challenges, that stimulate their curiosity and the desire to learn.
- 3.** The Preschool teacher/ Teacher needs to be open to collaborative work, involving the colleagues of the pedagogical team from different areas and other elements of the community as educational partners.
- 4.** The Preschool teacher/ Teacher should be able to lead and involve all the elements that participate in the pedagogical process, trusting and mobilizing the special abilities and talents of each one to enrich the teaching/ learning process of the children.
- 5.** The Preschool teacher/ Teacher should be able to plan, organize and manage the groups, involving all (children, pedagogical pairs and parents) in the educational project of each classroom.
- 6.** For the integration of foreign language and music, the Preschool teacher should seek to develop her language and musical skills in order to progressively autonomize and consolidate the stimulation and the children´s-learning environment, when the English and Music teachers are not present in the classroom.
- 7.** Teachers of English and Music should develop continuing training in the area of early childhood education to adapt their pedagogical practices to the children’s age group and their specificities.

In addition to the role and skills profile of each Preschool teacher/ Teacher, we also consider here the set of traits, ways of thinking and attitudes that are essential in the process of innovation and promotion of the quality of the educational experiences of our children within the scope of this pedagogical approach:

1. Curiosity and the will to learn;
2. Openness to change;
3. Nonconformity with the current system and the will to lead processes of transformation;
4. Availability to follow the leadership of others, recognizing their good ideas and being available to support the different initiatives that meet the shared goals;
5. Enthusiasm and energy to inspire with conviction the different actors in the project;
6. Respect for the diversity and ideas of others, recognizing that the success of projects depends on the voice of all;
7. Courage to challenge the “status quo”, to do things differently and risk trying different approaches;
8. Perseverance and resilience to keep trying;
9. Collaboration and sharing which are essential and central aspects to promote transformation and innovation. Sharing successes and challenges with colleagues will be a form of joint growth, relieving the burden, that each of them carries, sharing energies and new ideas to put into practice in their educational contexts.

In this sense, to ensure success in implementing the pedagogical approach of Kiitos@21stcenturyPreschools, we recommend:

- Continuous training in the areas of pedagogical innovation and language skills of all the professionals involved in the project;
- Training in practice, in the sense of applying theoretical knowledge to the daily life and pedagogical context of each Preschool teacher/ Teacher, in an investigation/ action process;
- Creation of a Learning Community in the context of each educational institution, allowing the exchange and sharing of good practices among professionals from different areas and the development of a transdisciplinary work by the pedagogical team, sharing knowledge and skills, enriching the work of all.

Aware that this is a long way to go, experience has shown us that this is progressively a successful path.

THE IMPORTANCE OF TEACHER TRAINING AND CONTINUOUS PROFESSIONAL DEVELOPMENT

APPIFORMA (APPI TEACHER TRAINING CENTRE)
SÓNIA FERREIRINHA
APPIFORMA, 2018

The Kiitos project was first presented at one of APPI's Annual Conferences organized by its Young Learners and Very Young Learners Special Interest Group - the APPInep SIG. Since then APPIforma - APPI's CPD Centre - has supported all the initiatives taken by the city council of Ponte de Sor, the coordinator partner of the Kiitos Project.

In its capacity as a partner of this project, APPI aimed to contribute with teacher training sessions throughout the project by specifically focussing on, namely the development of teachers' linguistic skills, 21st century skills, CLIL and methodology or teaching practices with VYL; by collaborating with all partners in order to develop, share and transfer best practices and innovative approaches in the fields of education and teaching at VYL; and, finally, by contributing to the project handbook for teachers and educators at large.

APPIforma worked with the coordinating team to define a CPD programme according to teachers' needs - both teachers of English and preschool teachers - and the project aims. Both parties believed that "...developing teachers' ability to teach well made a significant **difference to students' progress** and led to **improved learning outcomes**" and "...not only do general students' outcomes and **teacher morale improve** when CPD is a focus, but also that those previously weaker students become stronger and **teachers feel empowered** to improve their knowledge and performance" (Robinson *et al.*2009).

The findings of various reviews of research studies in the field of Professional Development have provided a core set of principles that can characterize effective CPD programmes; those were organized around the acronym INSPIRE (*Effective professional development: Principles and best practice*, Richardson S., Maggioli D. G., CUP - Part of the Cambridge Papers in ELT, April 2018). So effective CPD programmes need to INSPIRE teachers and APPIforma trainers have also tried to inspire the Kiitos teachers to reach their professional and personal goals.

According to the authors involved each letter of the acronym INSPIRE has its own meaning:

Impactful - The main goal of CPD is to effect changes in teaching and to have an impact on students' learning. APPIforma CPD centre states that these teachers have changed somehow throughout the years. They have attended and participated actively in several professional development training sessions of different formats.

Needs-based - The impact of the training has met the challenges that teachers faced both at the start and in the course of the project. "Involving teachers in choosing the areas and activities for their own professional development has been identified as a key feature of effective CPD"¹. This was one of the reasons why the Kiitos teachers' training needs have been defined and redefined and some tailored training has been provided in order to meet such needs.

Sustained - "One-off sessions or short courses are not so effective in creating the necessary conditions for deep and lasting changes (...)², those need to be prolonged." So, APPIforma

¹ *Effective professional development: principles and best practice*, Part of the Cambridge Papers in ELT series, April 2018 (<http://www.cambridge.org/elt/blog/2018/04/04/effective-professional-development-principles/>)

² *Effective professional development: principles and best practice*, Part of the Cambridge Papers in ELT series, April 2018 (<http://www.cambridge.org/elt/blog/2018/04/04/effective-professional-development-principles/>)

has started with some short sessions/workshops, which had some continuity and in the end we have provided a longer course labelled “Reflection in action”.

Peer collaboration – “Effective peer-collaboration has been reported to be the highest indicator of effectiveness in CPD. (...) It involves teachers in solving problems or refining approaches together and it deepens teachers’ capacity to reflect and make informed decisions”³. Throughout the three years of this project there have been regular meetings not only to prepare sharing sessions on seminars but also to share and discuss ideas and approaches among the teachers involved (T), the teacher trainers (TT) and the project coordinator (PC). This project is an example of peer-collaboration; otherwise it couldn’t have worked, as the preschool teachers, the English teachers and the Music teacher had to plan together all the activities and training needed in order to reach the aims set at the beginning and thus succeed.

In-practice – The Kiitos teachers were able to apply the ideas and techniques from the CPD programme developed in their own classrooms and they were able to reflect on their practices and share them with other teachers, not only the Portuguese teachers of English and preschool teachers but also teachers from Poland, Turkey and Italy.

Reflective – “A CPD programme is more powerful when it is framed within action research or cycles of investigation, action, evaluation that offer opportunities to reflect critically and systematically on their practice”⁴. So, this was one of the last aims of the Kiitos project and partners. The English teachers participated on a “study circle course” where they had to reflect on their action (practices), share them with other colleagues and trainers in order to change (or not) their practice.

Evaluate – On carrying out reflecting and sharing moments, teachers have also been developing a greater awareness of the effect that the training has on their own practices and students’ learning (the impact of it is being evaluated).

By evaluating teaching effectiveness teachers are empowering themselves and by being more confident teachers will reach childrens’ hearts and will teach affectively too!

None of this training has been possible if we didn’t have some inspiring trainers that were available to work with these teachers throughout these three years. The trainers who worked with the English teachers and preschool teachers were: Alberto Gaspar, Mariana Lampreia, Neil Mason, Sandie Mourão and Vanessa Esteves. These trainers have run the following training sessions: CLIL in PReschool (2016); Emotional Intelligence: *Hi, How am I?* (2016); Emotional Intelligence (2016); *Maths through English or English through maths?* (2016); *Language Education and the Early Years in the 21st century* (2016); *Picture books and Emotional Intelligence* (2016); *The 21st century teacher* (2016); *Kiitos Mascot* (2016/17); *How to give life to a character? – Kiitos Mascot* (2016/17); *Círculo de Estudos – “Reflexão-ação no ensino de Inglês na educação pré-escolar”* (2018) Action Research; *International Conference - International Conference on Childhood Education and the Challenges for the 21st Century (July -2018)*

The results and evidences of the *Kiitos@21stcenturypreschools* project was but the outcome of a collaborative work among teachers, trainers, partners and children.

³ idem

⁴ idem



PART III

KIITOS@21STCENTURYPRESCHOOLS

**MAIN
RESOURCES**

During project lifetime, the pedagogical Team and our experts from partners' organizations have developed several resources that were implemented and tested during preschool activities and some of them were chosen as good materials or practices, to share with teachers and schools who wants to develop Kiitos pedagogical approach to their settings.

These resources are part of the intellectual outputs of the Erasmus Plus Project KA2, and are available in the project website www.kiitos21.eu

Here you will find a resumed description of each resource and a link to the website.

O1 – KIITOS@21STCENTURYPRESCHOOLS – HANDBOOK

<http://kiitosxxips.wixsite.com/kiitos21/o1>

O2 – ENGLISH RESOURCES TO PROMOTE EARLY SECOND LANGUAGE LEARNING

These materials and resources were developed under the Short Term Joint Staff Training Events, and Workshops organized by APPI and other partner institutions, during the live time of the project in a collaborative work between the pedagogical teams **in** daily preschool practices.

The focus of the Training activities were to promote pedagogical practices to bring English as a foreign language to preschool classrooms. In these training events, teachers learnt how to work collaboratively and integrate 21st Century Skills in their pedagogical practices.

You can find a **RESUME of the TRAINING EVENTS** and some materials regarding to each ones [IN THE PROJECT WEBSITE](#)

Adults in the beginning of the project developed most of the materials. These aimed to reinforce English Learning in preschool, with “ready-made” materials as integrated lesson plans, visuals, games and original songs. After some reflection between the partner's organizations, we decided that in 21st century preschool our focus should be on **collaborative teaching practices, children centred, integrating transversal skills and language learning**. Therefore, you can find an e-book with some pedagogical practices in the form of narratives of Preschool teachers and English teachers, which give an idea of how some teams work together in different contexts of Preschool education, and involve children in the creation of materials or development of classroom projects.

<http://kiitosxxips.wixsite.com/kiitos21/o2>



E-BOOK - PEDAGOGICAL PRACTICES IN PRESCHOOL EDUCATION - NARRATIVES

This e-book is a compilation of some teachers' documentation on pedagogical practices and the way they integrate English and Music in the different contexts of preschool classroom.



E-BOOK - KIITOS MASCOT | KIITOS PUPPET

Kiitos mascot is the result of a collaborative work between teachers and children and became the symbol of the project. The Mascot is a representative figure and a communication tool for children. The mascot personifies the project values, communicates effectively and empowers children to learn and communicate.

To find more about Kiitos Mascot, its purpose, attributes, values, learning activities, and much more you can visit Kiitos website and YouTube channel.



E-BOOK - ENGLISH SONGS FOR CHILDREN | BOOK & CD

It is a book for English teachers or native speaker Preschool teachers who want to promote English learning in their classrooms. It has a set of eight English songs, covering different topics and a set of six bilingual songs.

The bilingual songs intend to foster the integrated learning of both mother tongue, in this case Portuguese, and foreign language, which we chose to be English.

Most of this songs were composed as the result of a classroom project, with contributes of children's words and ideas.

Children will appreciate learning and practising English through these enjoyable, motivating and joyful songs.

DIGITAL RESOURCES

YouTube Channel – Kiitos Adventures & Learning with Kiitos

“Kiitos Adventures” and “Learning with Kiitos” are two different products, which are part of the Kiitos Channel.

“Kiitos Adventures” aims to bring children’s learning projects and outcomes in a form of video clips and small films about different contents. Children and their teachers participated in the production of these resources.

Here you can find some examples.

1. Kiitos & the Windmill - Kiitos e o “Moinho” PT

<https://www.youtube.com/watch?v=qLOcjJIB2xY&t=45s>

It is a vídeo about a collaborative project, that involved children and their teachers from two different preschool classrooms;

2. Kiitos “O Carnaval”

<https://www.youtube.com/watch?v=sFN8AN4Og00>

It is a videoclip about Carnival, celebrated annually in every preschool in Ponte de Sor. The music and the lyrics are a product of children and teachers’ collaborative work;

3. “Dinosaurs song”

<https://youtu.be/NaFciiiJRA>

It is a video that has the participation of children and the team of teachers of one preschool classroom. This is the product which results from a project about dinosaurs.

“Learning With Kiitos” – it is a YouTube program which aims to teach different contents to children, and it will be produced in Portuguese and English. These programs are going to be produced by teachers and children, as a project-based learning activity, and it will focus on different themes related to:

- Experimental Sciences – Fun activities with sciences experiments.
- Local Curriculum – historic and natural heritage, ecosystem, economic activities, social and cultural activities and values, intercultural awareness.

You can have access to the generic introduction of each programme, and one Prototype Episode: <https://www.youtube.com/channel/UCFeUOvADcaPeLDm2QcLFabA>

“Plataforma Mais Sucesso Escolar”

03 – MUSIC RESOURCES

These materials and resources were developed under the Short Term Joint Staff Training Event C2, Training Events and Workshops organized by Audiation Institute, during the live time of the project in a collaborative work between the music teachers and the pedagogic teams.

- **E-book - Handbook for Music Learning**

The Informal Guide - <http://kiitosxxips.wixsite.com/kiitos21/o3>

This is an educational handbook for the development of the Preparatory Audiation according to the Music Learning Theory by Edwin E. Gordon in the Kiitos@21CenturyPreschools project.

- **PDF article: Preparatory Audiation: Key processes in music learning: Thinking and deliberations.**



E-BOOK – MUSIC WITHOUT WORDS | BOOK & CD

It is a book for Music teachers or Preschool teachers who intend to follow an approach to teaching music, with contributes of Edwin E. Gordon Music Learning Theory. This book and CD is the result of a creative process of composing music, under the training and supervision of Arnolfo Borsacchi from the Audiation Institute, Italy. All songs are original, created by the team of Music teachers in Ponte de Sor School Cluster and aim to teach music in a natural way, following the principles of the informal guide.



E-BOOK – CANÇÕES PARA CRIANÇAS “SONGS FOR CHILDREN” | BOOK & CD

This e-book of Portuguese songs is the result of children’s contribution to make original songs in Portuguese with the guidance of the team of teachers who work with them. Some preschool classrooms worked collaboratively in order to create these resources.



E-BOOK – SONGS WITHOUT WORDS BASED ON EDWIN GORDON'S MUSIC LEARNING THEORY

It is a book for Music teachers or Preschool teachers who intend to follow an approach to teaching music according to the Music Learning Theory by Edwin E. Gordon.

O4 - KIITOS@21STCENTURYSKILLS CASE STUDY

Research on the impact of the integrated approach studied and implemented in Kiitos@ 21st Century Preschools, in the acquisition and development of ELL (Early Language Learning) and 21st Century Skills in pre-primary education.

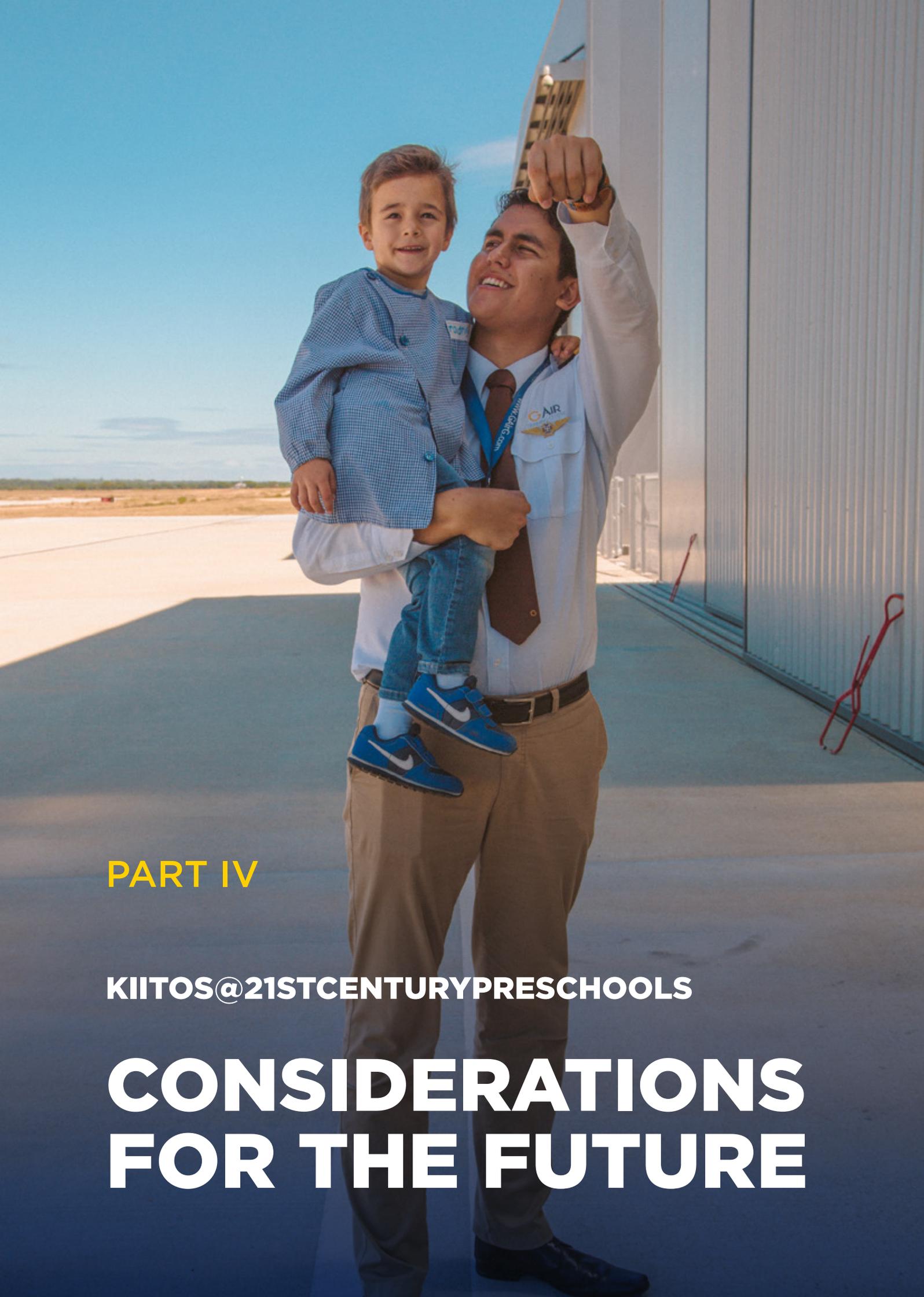
This study balances between the constructivist and the socio-constructivist paradigms, and focuses on understanding, meaning and action, in an applied or targeted for practice perspective. Having an instrumental and essentially qualitative and interpretative character, it aims at making decisions that, on the one hand evaluate the effectiveness of Kiitos @ 21st Century preschools project, including recommendations for improving the development of praxis within the same project and, on the other hand idealise its effectiveness among educational policy makers for children education and its dissemination as an innovative and facilitating practice for the construction of basic XXI century skills (creativity, critical thinking, communication and collaboration).

MAIN OBJECTIVES

- Analyse the teaching practices (teaching and learning English and music), from the perspective of its impact on building skills for the XXI century (creativity, critical thinking, communication and collaboration) for children of preschool age.
- To evaluate the outcomes of the implementation of Kiitos @ 21st Century preschools at the Schools Cluster of Ponte de Sor.
- From the obtained results, to produce recommendations and suggestions that may have a positive impact in the definition of curriculum policies for pre-school education and the training of its professionals.
- To define suggestions for the dissemination of the project in pre-school education and primary school education (with particular emphasis at primary school level).

Link to the website - Case study Report (PT, TK, IT, PL)

<http://kiitosxxips.wixsite.com/kiitos21/o4>



PART IV

KIITOS@21STCENTURYPRESCHOOLS

CONSIDERATIONS FOR THE FUTURE

ONE LAST WORD...

Innovation in education advances new approaches to teaching and learning, which prepares children for the world of tomorrow.

Education, when appropriately designed and delivered, is transformational and can create better lives for learners, their families, their communities, and ultimately their nations.

So for those who want to accept the challenge of implementing Kiitos project in their classes bear this in mind:

- You must acknowledge the **importance of the project**, not because it is imposed but because you feel it will help your children/ students become better prepared for the future. By being open to what is new you will need to be open to change your practices, implementing new methodologies, ideas, visions. These practices need to be focused on the child. The teacher needs to be open to child-centred practices and therefore, be able to involve the child in the whole process: plan-do-assess.
- You must have the **right profile**: a person who is a facilitator and a leader, willing to work collaboratively, share ideas and trust on others. Most importantly you must be keen on base your action on the power of good relationships.
- If you have an opportunity create a **community of practice** within your peer teachers. This must be formally written on your timetable and count as “teaching time”. Here you can share activities, which had good results in your classroom. You can also share concerns and count on your colleagues to come up with a solution; work collaboratively to create new materials and new activities; share projects or develop them collaboratively with a peer classroom. Above all, you will have the opportunity to be closer to your peer colleagues and therefore trust on each other more.

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@ 21ST CENTURY PRESCHOOLS

COORDINATING ENTITY



Co-funded by the
Erasmus+ Programme
of the European Union



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