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Toward building a 0 to 6 curriculum: ECEC services teacher's training and skills

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Introduction

In the postmodern society (Lyotard, 2014) we assist to complex phenomena due to economic, social cultural and political changes that force to rethink strategies and priorities also of the education, school and training systems that can train toward a future world (Guetta, 2015).

The European documents (Consiglio Europeo, 2019) underline the importance of giving the possibility to all the children of accessing to high quality Education and Care Early Childhood (ECEC) services Care Early Childhood services to promote economic advantages in the society and the future learning success.

In a lifelong learning prospective the 0-6 system, as the first step of the educational path, needs an intentional curriculum articulated in educational targets that should be coherent for all the young children.

The theoretical and conceptual reference point moves to the direction of a vertical curriculum "recursive because it reflects on the work that has to be explored, discussed, analysed and investigated to activate a transformative process" (Mariani, 2008, 108) that synthesizes that plurality and richness of purposes, experiences and practices that have been developed over the years, also in some European experiences. The role of teachers is fundamental for the changing process of the pre-school system (Catarsi, 2009): their skills and knowledge are crucial for reaching high quality learning (Consiglio Europeo, 2006).

State of the art

In literature, the researches (Cambi, 2006; Frabboni, 2015; Perrenoud, 2016; Schön, 2006) show a close relation among training, the professional quality level of teachers and the reached results in the development of the "human capital". This involves the need for re-qualifying teachers identity; an identity that takes into account the current quality renewal of ECEC services in order to organize and animate significant learning occasions.

Research issues

1. Does speaking about 0/6 curriculum mean also involving specific and professional skills that give value to the continuity between the 0/3 and the 3/6 services?
2. What kind of training can support these skills?

Aims

The research aims are:

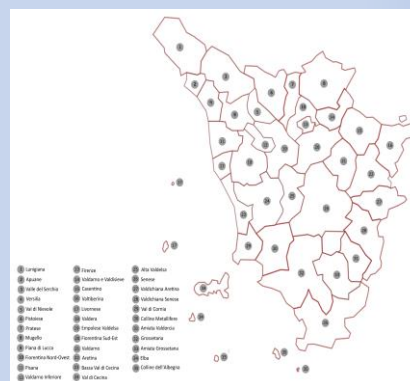
1. Examining the teachers and the Tuscan governance stakeholders feeling about professional skills and in service training.
2. Observing the 0-6 system in some European experiences.

Method

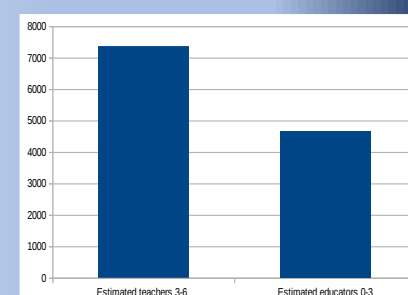
The adopted methodological approach is inside the relational systemic paradigm (Bateson, 1997). The reference context of the research is the dimension of the ecological environments recognized in the Microsystem (ECEC services), in the Microsystem (the Tuscan Region) and Masosystem (the European context) (Bronfenbrenner, 1986). The research, that has an empirical and exploratory nature, has the aim to understand the studied phenomenon in a wide and polyhedric way (Baldacci, Frabboni, 2013).

In Tuscany the sample is represented by 0/3 educators, 3/6 teachers and the system professionals belonging to the 35 early childhood managing and pedagogical coordination organism (DPGR, 41/2013).

The 35 early childhood managing and pedagogical coordination organism



Estimate number of educators 0-3 and teachers 3-6 in Tuscany



Expected results

1. An up-to-date mapping of the national and international laws framework, of the basic and in service training in the different context the research is referred to.
2. The survey of the skills of 0/6 teachers employed in the Tuscan system.
3. The most effective in service training practices.
4. The description of the education professionals of ECEC services in three different European experiences (Berlin, Germany, Zizurkil, Spain, Copenhagen Denmark).

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