

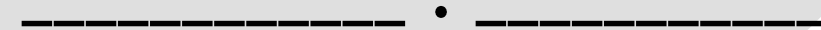


Cross-sectoral dimensions in a comprehensive and integrated ECEC system - the case of Slovenia

INTERNATIONAL DAYS

Let's join hands!

Cooperation across actors in child and youth care



Sonja Rutar, Sonja Čotar Konrad

University of Primorska, Faculty of Education,

ECEC in Slovenia

The system and organisation of early childhood education in Slovenia is integrated;

it ensures the integration of education and care in the first and second age periods – groups of children (11 months- 6 years) - same teachers, same buildings.

The current system and continuity was already ensured by the Curriculum for the Education and Care of Preschool Children (1979) and the Kindergarten Curriculum (1999).

Slovenian educational system- characteristics

<https://www.gov.si/assets/ministrstva/MVI/Dokumenti/ENIC-NARIC-center/Education-structure/Structure-of-education-system-in-the-Republic-of-Slovenija-2017-2018-in-english-language.pdf>

Important issues are covered :

Developmental, pedagogical and professional continuity between the first and second age periods is ensured.



Developmental...cooperation with parents to ensure smooth transitions



Pedagogical...curricular domains are the same: math, language, movement, art, natural and social science



Professional...teachers are trained at the same faculty, programme contain similar topics

Key principle to success



95% of preschools are public, financed by the local government and parents (11. months till 6 years old are public)



Integrated curriculum (for 1st and 2 second year group)

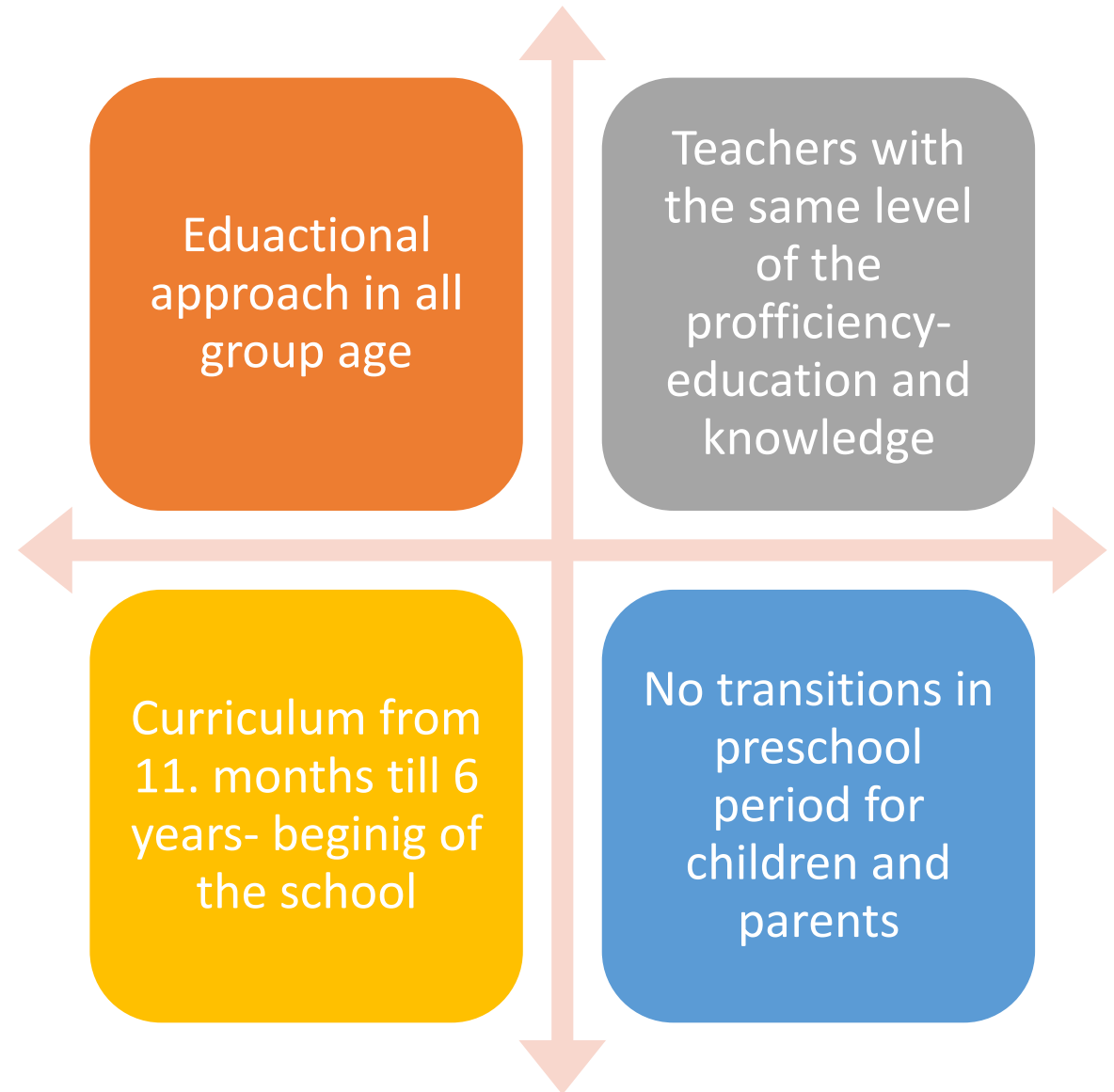


Staff education in ECEC



Centralization of legislation

Benefits of integrative system?



What we need
to be careful
about?
COVID-19
message

- The situation addressed in this lecture is the **need to ensure a sensitive and holistic approach to children and their families, including educational, social and health dimensions, as children's developmental potentials, developmental and learning capacities, and health are directly linked to the socio-economic conditions of children and their families.**

Tradition of preschool education in Slovenia...educational programs since beginning of the 20. century, educated teachers since 1883.

ZAUL, učni načrt
za zasebni otroški
vrtec v Idriji

Učni načrt za zasebni otroški vrtec v Idriji

Poučuje se v obeh deželnih jezikih,
goje se nastopne igre in opravila:

I. Igre:

- a/ igre s rokami in prsti,
- b/ korakanje, hoja, letanje,
- c/ okrožne igre.

II. Gojencem se pokažejo Fröblov darovi k igram in opravilom
porabljajo se Al. Fellnerjeve in predloge Seidlove delavske
šole:

- a/ spoznavanje celote,
- b/ razčlemba celote,
- c/ opisovanje delov,
- d/ uporaba znanega daru za krasotne in življenjske
oblike.

III. Pripovedovanje otroški domnosti primernih basni, pravljic
in povesti, ki vzbujajo smisel za dobro, lepo in plemenito.

IV. Nazorne vaje po Leutemannovih živalskih in Kehr-Pfeifferjevih
podobah za nazorni pouk k Hey-Spekterjevim basnim.

V. Memoriranje lahkomiselnih pesmi.

VI. Petje lahkih melodičnih pesmi.

Idrija, dne 19. junija 1908

Mih. Arko
dekan

Working families,
PHOTOS, TAM, Car
and motorcycle
factory (Maribor),
1950...the reason to
spread, develop the
ECEC



What we have to be careful off

Only to educate?

Child is a whole person!

Intersectoral and integrative, coordinated approach
(health, social, education)



State level



coherent and integrated
functioning of ministries –



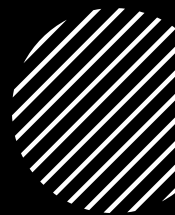
legislative, regulatory and
normative



1) education, 2) social care and
3) health care



Local level



Integration and cooperation

- 1) Education and care (curriculum)
- 2) social and 3) health care



**A
comprehensive,
coherent and
integrated early
childhood
education
system**

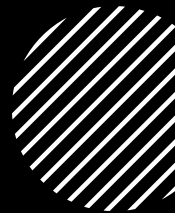


education, social and
health care

the link between the first
age group (1-3 years) and
second age group (3-6
years)



Transition and continuity

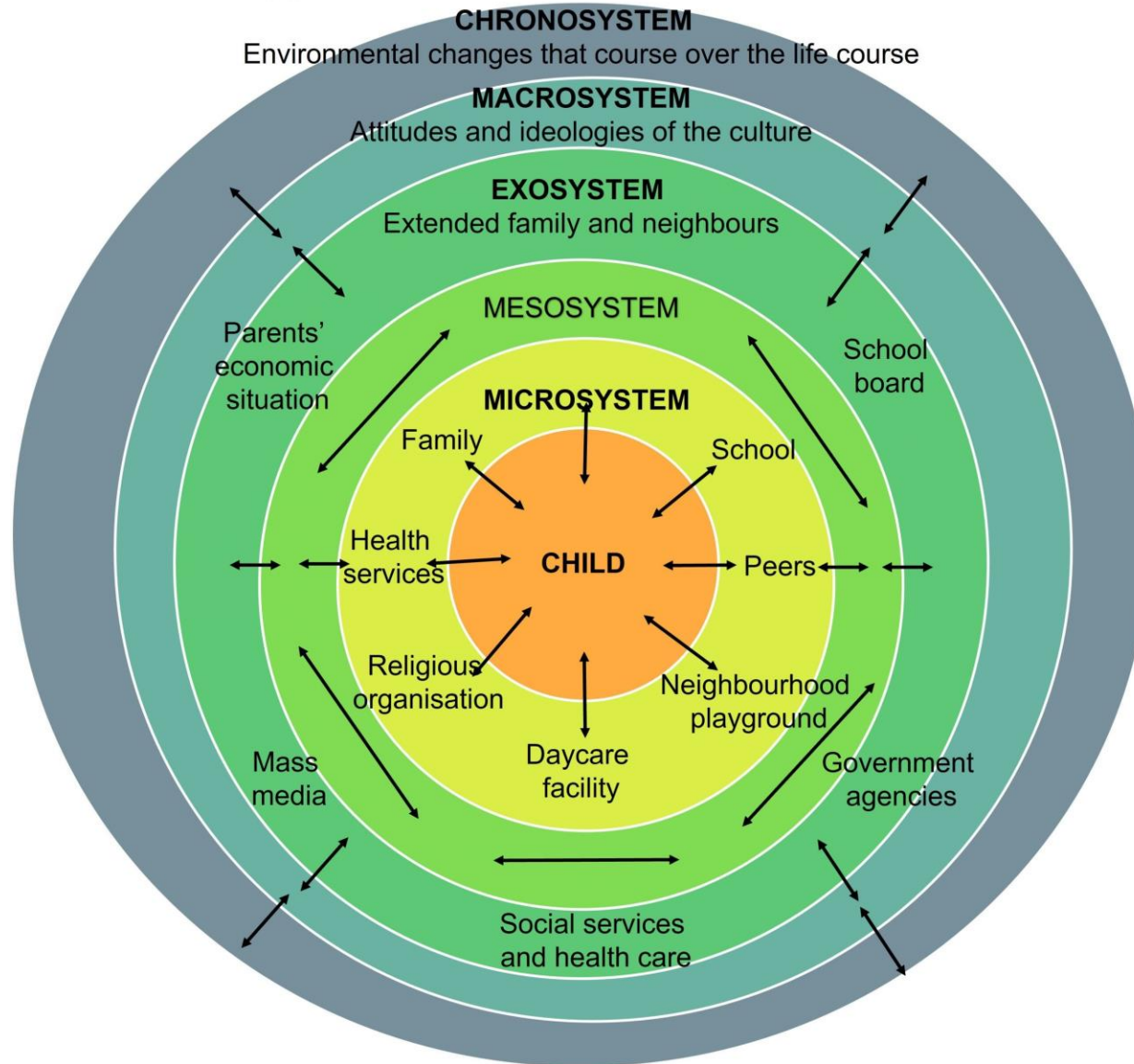


professional continuity

- the same education qualification level and type and professional development of professionals working in the first and second age groups

pedagogical and developmental continuity

- a single curriculum for children in Key Stage 1 and Key Stage 2 + procedural continuity of pedagogical approaches
- Process quality principles as a guide for the realisation of a comprehensive, coherent and integrated early childhood education system



Main challenges of transitions

Home to preschool -11.
monthhs

Preschool to primary
school

School ensures after
school activities, class
for all children till 6
grade according to the
law

ECEC education –
coninuity of topics,
domains