



Pädagogische
Hochschule
Steiermark

Shared Space:

Common School Entry Phase in Austria – Implications for the Future of Professional Education and Development

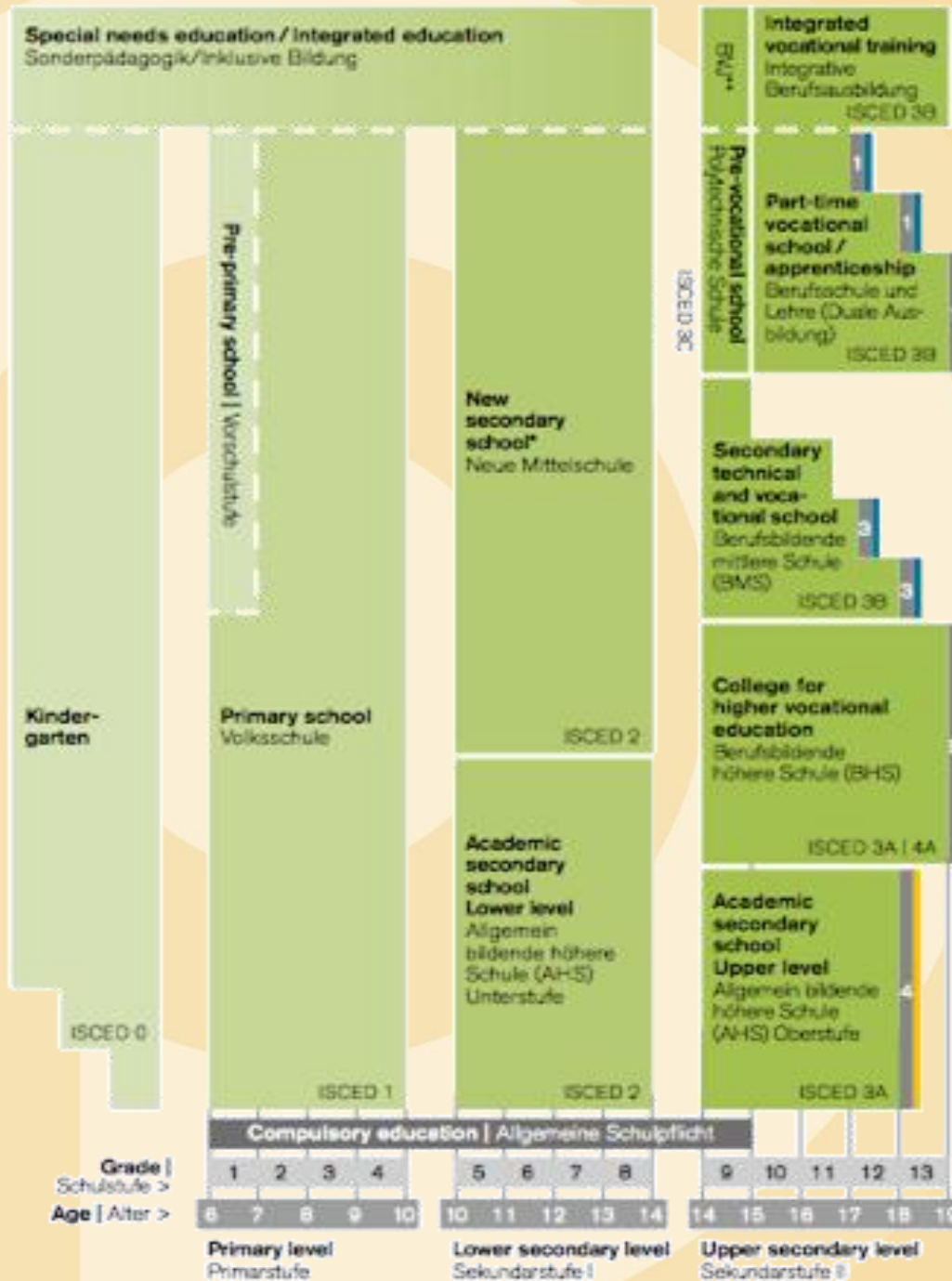
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The Austrian Education System



-ECEC Early Childhood Education and Care



***Split
responsibility –
decentralisation
and subsidiarity
as a concept of
state***




Kindergarten



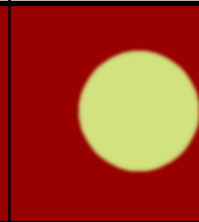


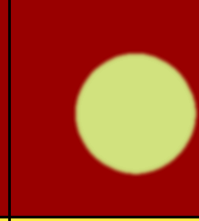

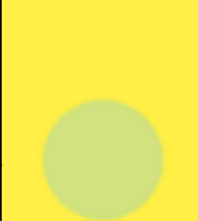
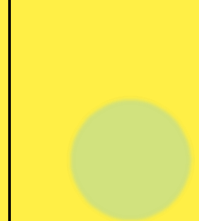



Primary school

Federal law as framework	Federal government
9 regional governments in Austria	
9 regional laws of implementation	Federal law on implementation

Split responsibility – decentralisation and subsidiarity as a concept of state



	Federal government
	Regional governments and local government bodies
	Private Organisations

		who regulates?	who finances?	who executes?
School	Primary school ISCED 1			
	Pre-primary school ISCED 1			
Kindergarten	ISCED 0			
				

Reform efforts



Levels:

- New framework: A common framework for early education
- New compulsory education
- New alliances: Improving the transition from early childhood education to school with a joint entry phase (*die gemeinsame Schuleingangsphase*).

Varying starting position



Kindergarten and school:

- differently grown/evolved educational institutions
- specific legal regulations/principles
- different parameters/conditions and levels of control
- varying professions and job trainings, different “laws of service”
- region or location specific procedures and regulations



Legal framework



- educational curriculum for the Kindergarten
- special module for the last year in Kindergarten (**new preschool**)
- curriculum for primary schools



... from playful to task-oriented learning

According to its curriculum, the primary school/elementary school connects through play learning (playful learning) and open, project-oriented, as well as explorative learning to prior methods of learning from elementary education institutions, and builds on already acquired and differentiated/complex skills (BMUKK, 2009)

Target of the reform – The common »school entry phase«



The until now strongly segmented hierarchial structure between Kindergarten und promary school is going to be replaced by a stronger cooperation.

The common „school entry phase” combines Kindergarten and 1st grade (“Grundstufe 1”) of the school; educational activities or classes should be based on the child’s competency and developmental levels instead of age (Republik Österreich 2013, S.40f.).

Thus, early childhood educators and teachers need to work together in order to create a smooth transition from interest-induced learning to task-oriented learning environment.

The common „school entry phase“



I. Philosophy and Goals

To provide children with support and mentoring from Kindergarten to primary school.

The aim is the successful transition from being a Kindergardener to becoming a schoolkid (Bülow, 2011).

***The common
„school entry
phase“***



II. Philosophy and Goals

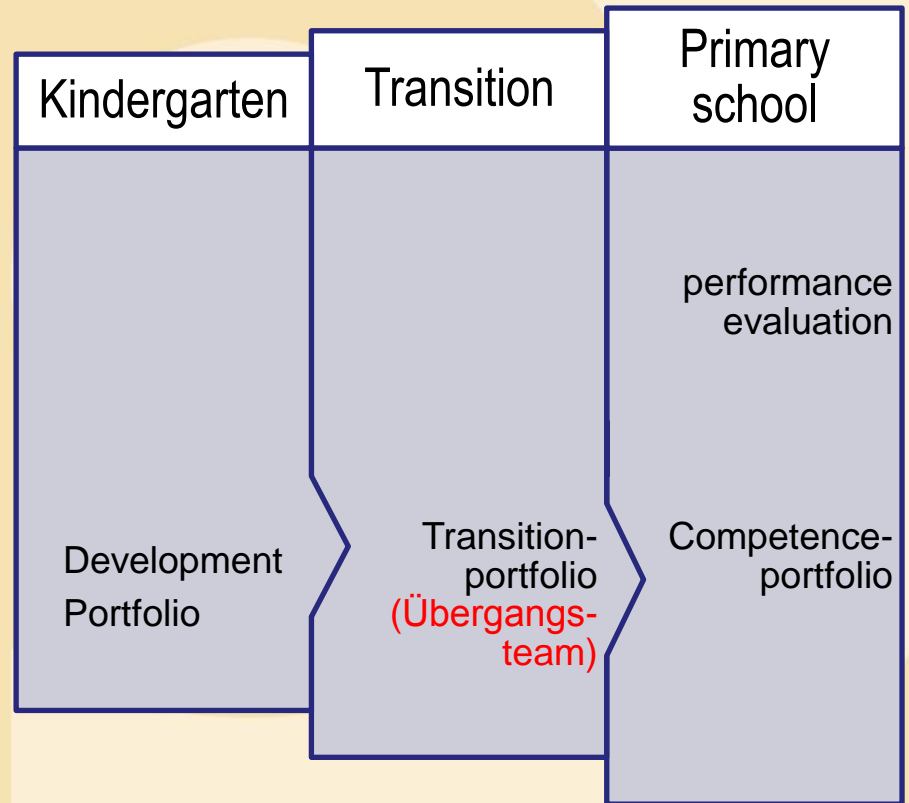
To allow continuous fundamental educational and scholastic processes.

According to its curriculum, prim./elem. school connects through play-learning and open, project-oriented, as well as explorative learning to what children learned in earlier fundamental educational institutions, and builds onto already achieved and differentiated skills
(BMUKK, 2009).

Portfolio



continuous education processes and continuing education documentation



The common „school entry phase“



research findings 1

topic: “school readiness” – surveys regarding school readiness do not offer valid results (Delphi-Studie/Riebel und Jäger, 2008; Kammermeyer 2013).

research findings 2

topic: transition and ongoing educational efforts – promote active coping behaviour and the development of competences (Athola, Silimskas Poikomen et al 2011; Lo Csale-Crouch, Mashburn, Dowener & Pianta 2008, Faust 2012).

research findings 3

topic: Quality ECEC measures lead to better results (OECD, 2014; Hattie, 2012; EPPE Studien 2004; LOGIK sowie die SCHOLASTIK Studie).

Quality ECEC - Strong staff



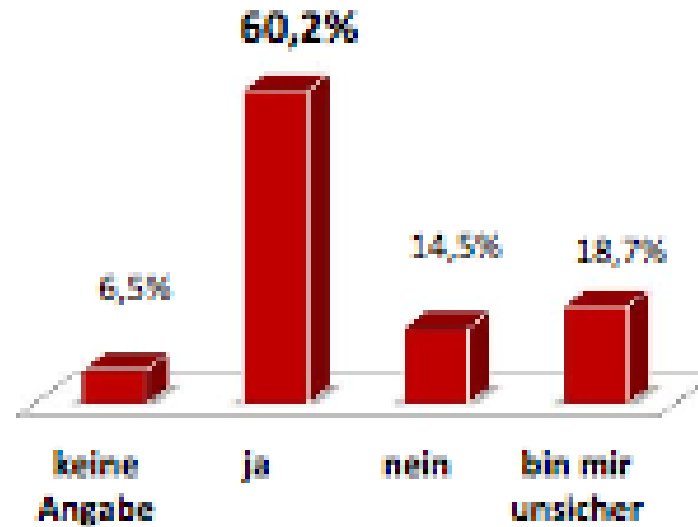
Blossfeld & Roßbach
(2012:204):

- *Professionalization of staff correlates with better intellectual competences of children.*
- *University training of staff has an especially positive effect on the pupil's abilities.*

Intermediate results



Vor dem Hintergrund der aktuellen Anforderungen an den Kindergarten wäre eine Ausbildungsreform notwendig (N340; 2010; Reicher-Pirchegger)



- recognition as first educational level
- **An educational reform is necessary regarding the current kindergarten teachers.**
- This means that the main focus should be on curricular and pedagogical questions more than on organisation.

Training of educators



Initial Position

Kindergarten teachers

Teachers for primary school

Colleges of education

Bachelor's degree (240 ECTS)

Master's degree (min. 60 ECTS)

Higher school for
kindergarten teachers
of secondary
education
5 Jahre

»Lower secondary school «

Reform = 'Teacher Education NEW'



Current Degree Programs:

- FH Wien: BA program: [Social Management in Preschool Education](#) (began 2014/2015) 180 ECTS
- Universität Salzburg: ULG [Preschool Education \(Elementarpädagogik\)](#) MA - 120 ECTS (began 2014/2015).
- Cooperating Network South-East (Steiermark, Burgenland, Corinthia – Uni & PHn): [Accademic Preschool Education Program \(Grundständiges Studium Elementarpädagogik nach den Kriterien der PädagogInnenbildung NEU\)](#) (Curriculum development finished).
- BFI Linz: BA program - [Undergraduate degree program](#) is in development.
- Uni Klagenfurt in Cooperation with the BAKIP Klagenfurt and the Institut für Bildung und Beratung (IBB): [Systemic Pedagogy Early Education](#) (80 ECTS)

Reform: PädagogInnen- bildung NEU



SZENARIO

Level of qualification ...

PhDs etc.

Science (professor's positions)

Academic studies
»PädagogInnen-
bildung NEU«

Associated position as an elementary educationalist

Necessary level of education in order to work on a college of higher education.

Key aspects:
Common school entry phase
Head of organization
Elementary pedagogy

Professional training

Only temporarily employed as an elementary educationalist
Assistant

Quality ECEC depends on ...



A lead ministry: Common and fair working conditions across the sector

Research: Focus on »early education« and the continuity of education from the Kindergarten to the school.

Quality ECEC

Quality inspection and monitoring

Strong staff:
A common qualification for all teachers

Thank you!



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