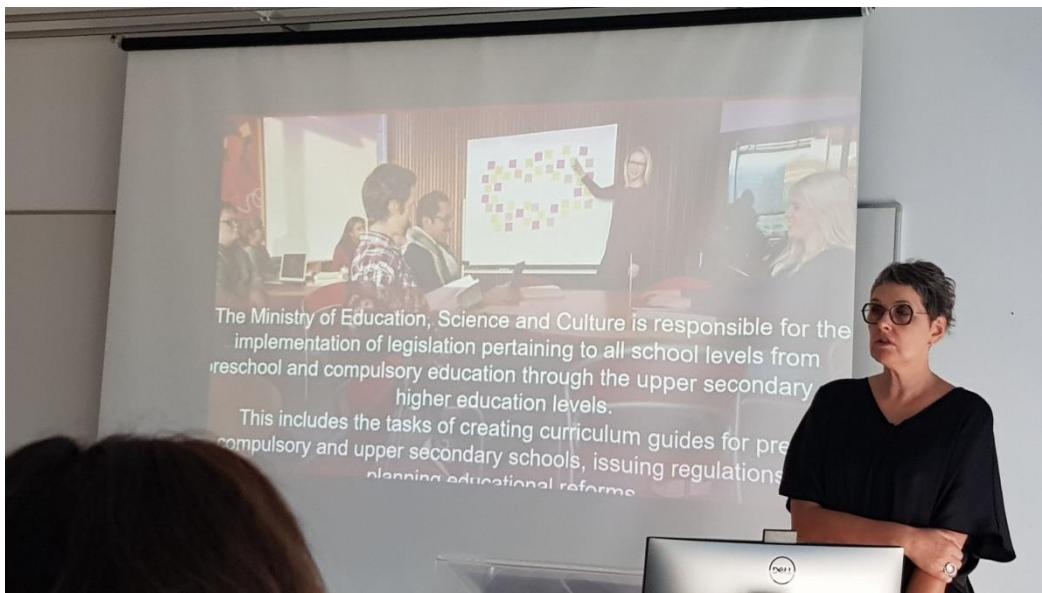


REPORT FROM THE SHORT TERM TRAINING IN ICELAND

"Enhancing Transition Practices in Early Childhood Education"

Short term training in Iceland was held in Reykjavik at the School of Education (University of Iceland) from 10th to 14th of June. The training started with a presentation by professor Johanne Einarsdottir who presented the Icelandic education system; how has it progressed through the years and what it is like today,

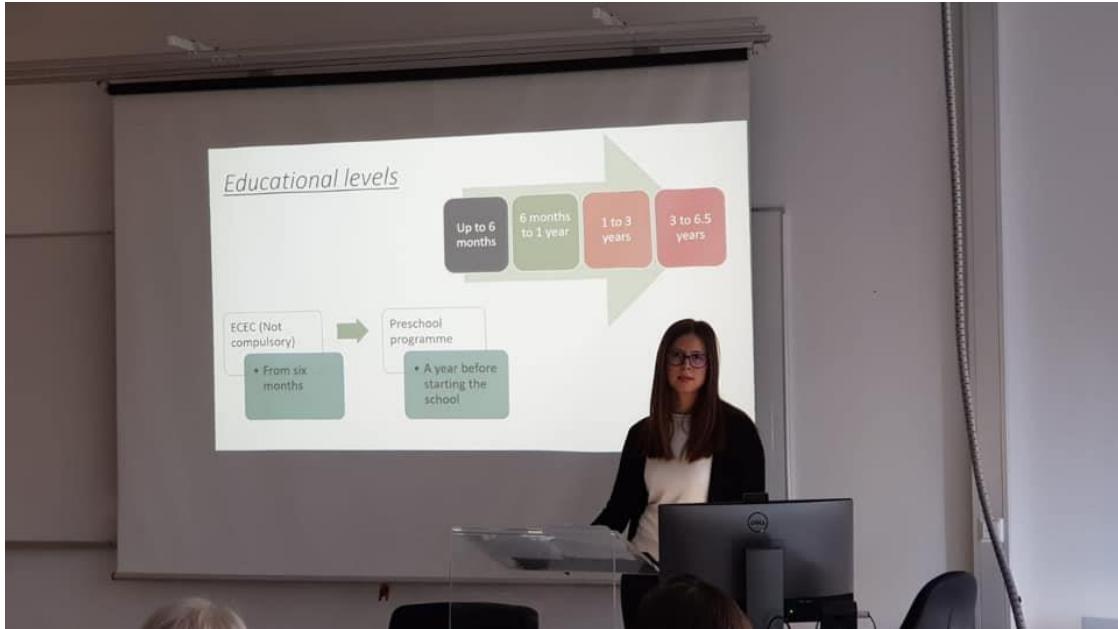


and then Ingibjorg Sigurdardottir presented a research Center for early education in which transition researches are being conducted.



The transition from kindergarten to school from the Iceland perspective was presented to us by Björn R. Egilsson and Friðborg Jónsdóttir, PhD students at the University of Iceland.

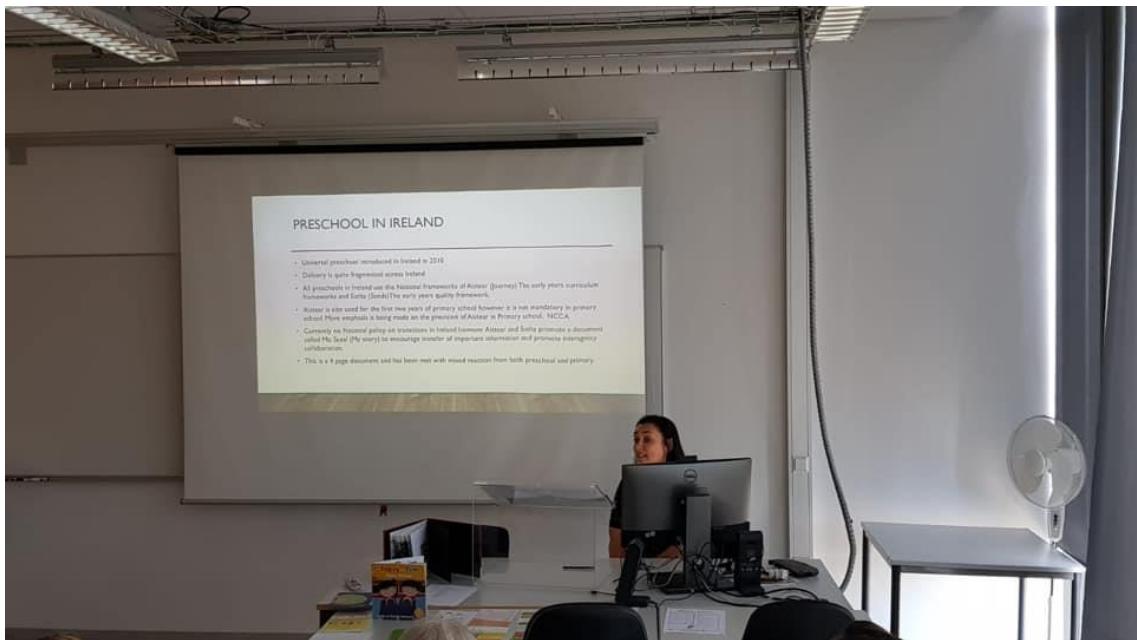
As work would not remain solely on the theory, practitioners from all countries participating in the project presented their work through practice. The first representative was Croatia, which presented the National Curriculum and kindergarten Dobro Drvo which have shown examples of transition-related practices.



Then practitioners from Sweden with their presentation followed. Practitioners were from two different schools in Sweden collaborating with kindergartens in the way that the last two years of kindergarten children are engaged in inclusion with children from lower grades of elementary school.



After Sweden, practitioners from Ireland presented Irish educational system and ways of collaborating with parents.





The last one were the Iceland's representatives which presented their practice through the research they are carrying out to check the success of child transition.



Focus groups were led by Fiona Kelleher and Milica Atanackovic who divided practitioners in 3 groups. The questions that were to be answered are: What is your understanding of quality transitions? What are the challenges you face when implementing positive transitions? What would help you to overcome these challenges?

All three groups responded equally to the question of the concept of positive transition, which includes good cooperation with parents, children who are psycho-socially ready for transition and cooperation with the school. Responses to the second question were different, including

lack of resources, good conditions for the teachers's work, poor cooperation with school and parents, premature inclusion of children in transition, difference between preschool and school systems, lack of time for adaptation, lack of teachers's motivation. What would have helped overcome the above mentioned challenges, all three groups agreed to include more funding, training for teachers, system support, and parent support.

The last day was reserved for kindergarten visits, divided into three groups each one visited a kindergarten. The kindergartens were mutually different, one was a traditional kindergarten, and two were modern kindergartens, one of which was housed in the same building as the primary school.









After visiting kindergartens, Ingela Friberg led a discussion where all the representatives said what they saw in kindergartens and how the transition is being conducted in each one of them.

