

PREREQUISITS FOR A KEY TRANSITION FROM KINDERGARTEN TO PRIMARY SCHOOL

Tatiana Volosovets

Director of the Institute of Psychological
and Pedagogical Childhood Issues, the
Russian Academy of Education

OUTLINE

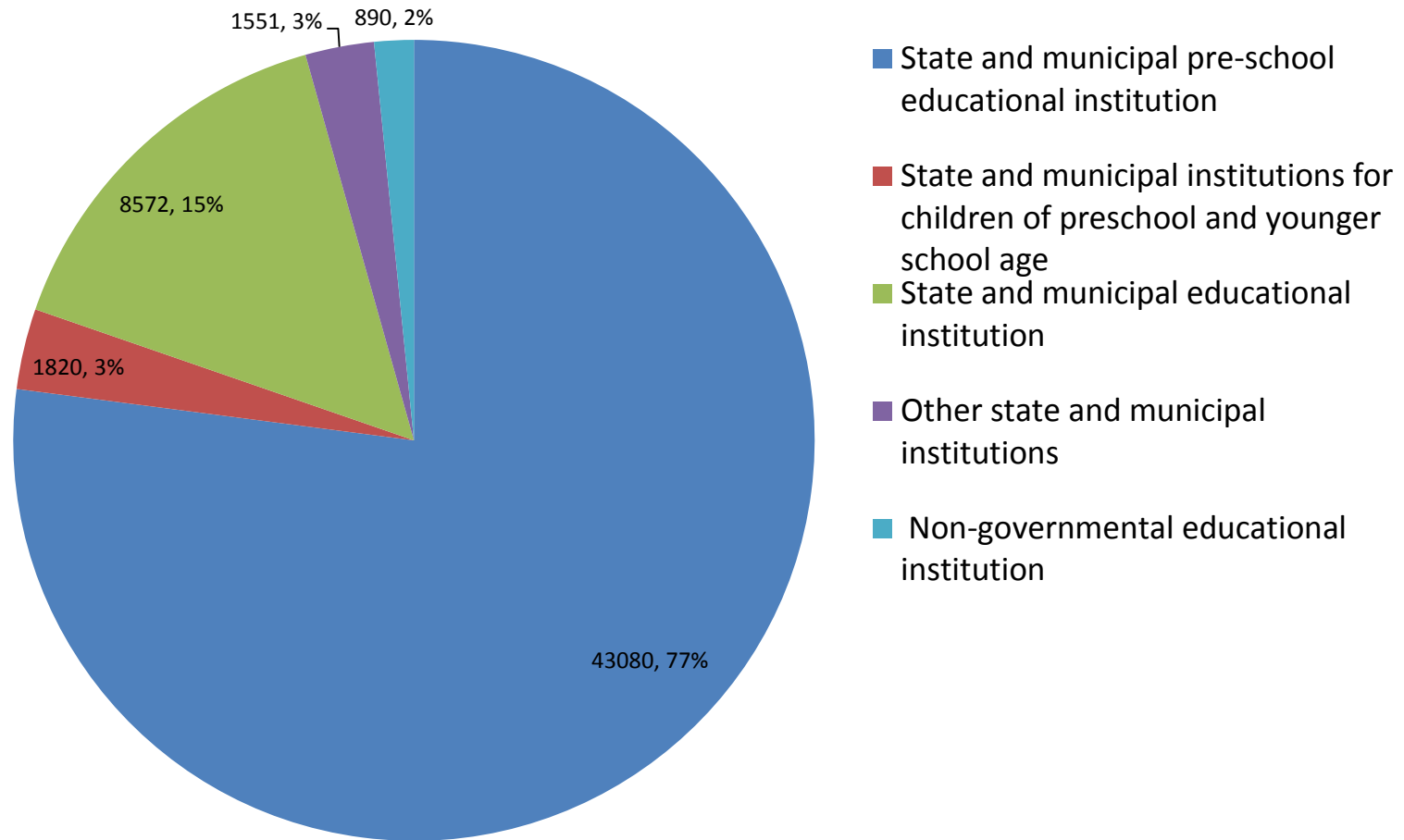
- Brief description of ECD system in Russia
- Issues of the childhood to tackle within the Government policy
- Role of the ECD standard in delivery of the Government policy
- Areas of change and further work



PRESCHOOL EDUCATION IN THE RUSSIAN FEDERATION

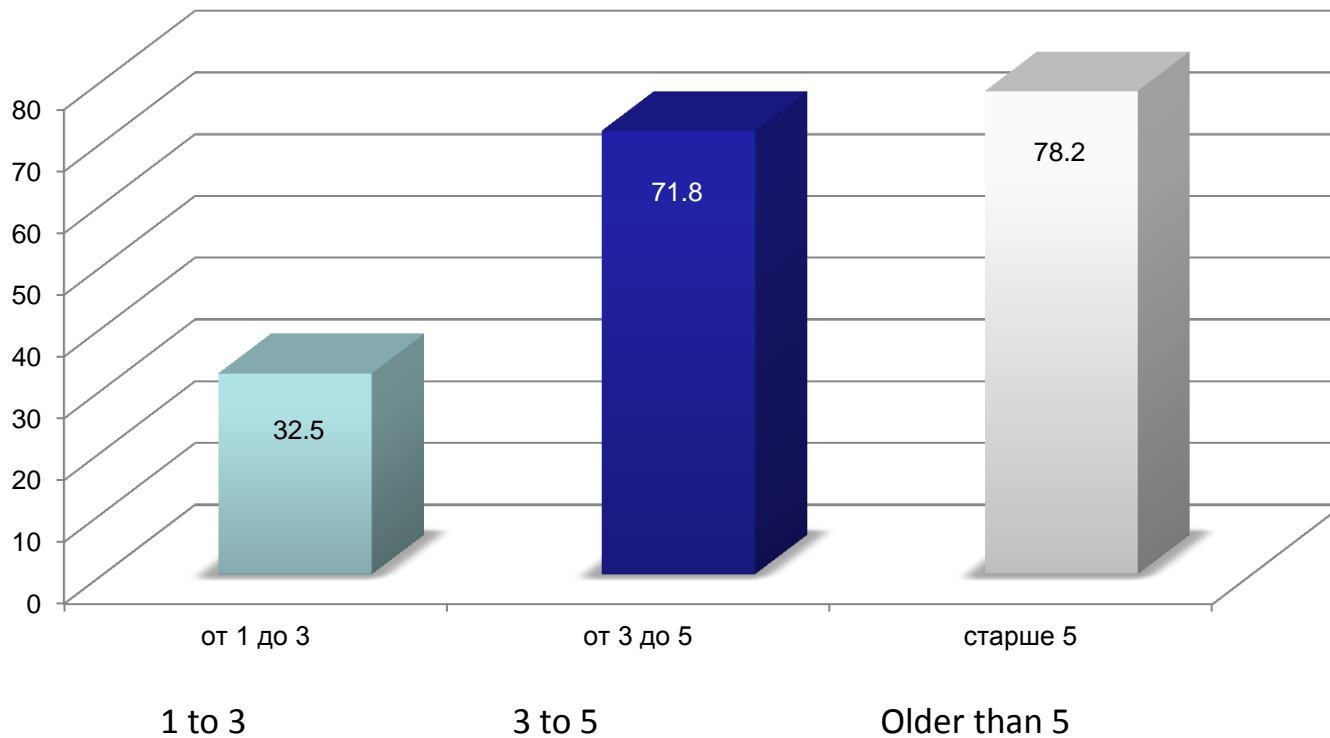
- In the Russian Federation 6.2 million children receive preschool education services in various forms.
- Since 1, 2013 the number of children included in preschool education has increased by 217,866 (3.1%).
- As of September 1, 2013, we have had almost 56,400 kindergartens operational, including 29,300 (52%) in urban areas and 27,100 (48%) in rural areas.
- More than 80,000 children (1.4% of all children covered by preschool education) receive preschool education services in 1,022 non-state kindergartens. More than 2,000 individual entrepreneurs work in the preschool education sector.
- As of September 1, 2013, almost half a million children (494,755) aged 3-7 years are on the waiting list.

Structure of providers of pre-school education in Russia



Enrollment in pre-school education

**Enrollment in pre-school education,
by age group, %**



GENERAL TRENDS OF CHILDHOOD DEVELOPMENT

INCREASED DURATION OF CHILDHOOD

CHANGES IN CHILDHOOD STAGES OF DEVELOPMENT

CRISIS OF CHILDHOOD

SPECIFICS OF CHILD DEVELOPMENT

- Development is determined by three groups of factors, i.e. age, historical and cultural, individual
- Pace of child's psychological development (keeping ahead and lagging behind)
- Alternative forms of development and educational trajectories

SPECIFIC FEATURES OF THE SOCIAL SITUATION OF THE CHILD'S DEVELOPMENT IN CONTEMPORARY SOCIETY

1. Social stratification of childhood
2. Multicultural and multiethnic society
3. The family institution is in crisis (is being transformed);
4. There exists a value gap and a generation gap, there are risks of loss of continuity and generations;
5. The loss of continuity between preschool education and general education

SPECIFIC FEATURES OF THE SOCIAL SITUATION OF THE CHILD'S DEVELOPMENT IN CONTEMPORARY SOCIETY

1. Mass media is an important institution of socialization of new generation
2. Modernization of the system of general and preschool education
3. Changed paradigm of education
4. Alternative forms of education as a basis for constructing an individual educational trajectory;
5. Psychological service for supporting children's development;
6. Growth of responsible parenting

NEGATIVE TRENDS OF MODERN CHILDREN DEVELOPMENT

- The group of children with negative development progress is becoming larger;
- The intensity of risk factors (biological, family, social) is increasing;
- Children's intellectual development is being pushed forward (forced);
- Cognitive motivation and interest are becoming weaker, while importance of consumer interests is increasing;
- There is poor communication between a child and an adult relative;
- The communication between children and their peers is limited;
- Role play is being eroded from children's life

The ways out of crisis

The program of each kindergarten aimed at :

- The curriculum is aimed to **create conditions for the social situation of** preschool age children development
- The curriculum is aimed to **create the educational environment as a zone of proximal development of the child**

“...the zone of proximal development determines the functions that have not yet emerged but are in the process of emerging; the functions that can be called buds of development or flowers of development rather than fruit of development...”

The level of relevant development characterizes success of development, outcomes of development as of yesterday, while the zone of proximal development characterizes intellectual development for tomorrow.”

LEV VYGOTSKY

Government response

A series of documents have been developed and adopted in Russia. These documents define the pre-school education as a formal level of education, taking into account continuity of educational levels and based on principles of the convention on the rights of child. The documents are aimed at all children (including children with special needs)

- Federal Law on “Education in Russian Federation” (2012)
- Federal State Standard of Pre-school Education (2013)

Development of inclusive education in Russia

- Number of children in preschool education – more than 5 million, of which:
- in compensatory groups (special education) – 455,584 (10%)
- in combined groups (**inclusive education**) – 26,984 (0.5%)
- More than tripled compared to 2007/08 year

Federal State Educational Standard of Preschool Education

The key principles of the standard:

support of the childhood diversity; preservation of uniqueness and inherent value of childhood as an important stage in human development

The Standard has goals and task as well as expected outcomes **articulated a learning goals**, achieved through work within learning domains (areas of development)

Standard stipulates a strict prohibition of direct testing of children in pre-school age.

Goals of Preschool Education defined by the Standard

- 1) To increase the social status of preschool education;
- 2) To provide equal opportunities for each child in receiving quality preschool education, which is the task of the government;
- 3) To provide state guarantees of the level and quality of preschool education on the basis of consistency of mandatory requirements to conditions in which preschool education programs are implemented, their composition and achievement outcomes;
- 4) To preserve the consistency of educational environment in the Russian Federation regarding the level of preschool education.

Main objectives of Preschool Education defined by the Standard

- To provide equal opportunities for comprehensive development of each child during preschool childhood;
- To ensure **continuity of goals, tasks and content of education** under educational programs at different levels;
- To provide alternative forms and diversity regarding the content of programs and organizational forms of preschool education;
- To create a social and cultural environment that is consistent with children's age, individual, psychological and physiological specific characteristics;
- To provide psychological and pedagogical support to the family and improve competences of parents regarding development and learning issues, child's health and improvement of child's health;
- To develop the culture of children's personality, including values of healthy life, develop their social, moral, aesthetic, intellectual, physical qualities, pro-activeness, independence and a sense of responsibility, **create prerequisites for learning activities.**

Educational domains defined by the Standard

- 1. SOCIAL AND COMMUNICATION SKILLS DEVELOPMENT**
- 2. COGNITIVE DEVELOPMENT**
- 3. SPEECH DEVELOPMENT**
- 4. ARTISTIC AND AESTHETIC DEVELOPMENT**
- 5. PHYSICAL DEVELOPMENT**

BASIC CURRICULUM

The basic curriculum for preschool education is designed as a program for **psychological and pedagogical positive socialization and individualized development** of preschool age children and it defines basic characteristics of preschool education (the scope, substance and *planned outcomes as learning goals*)

LEARNING GOALS OF PRESCHOOL CURRICULUM AS PRESCHOOL EDUCATION GOALS

**Learning goals
are necessary prerequisites for progression
to the next level of primary education,
successful adaptation to school life settings
and learning process requirements**

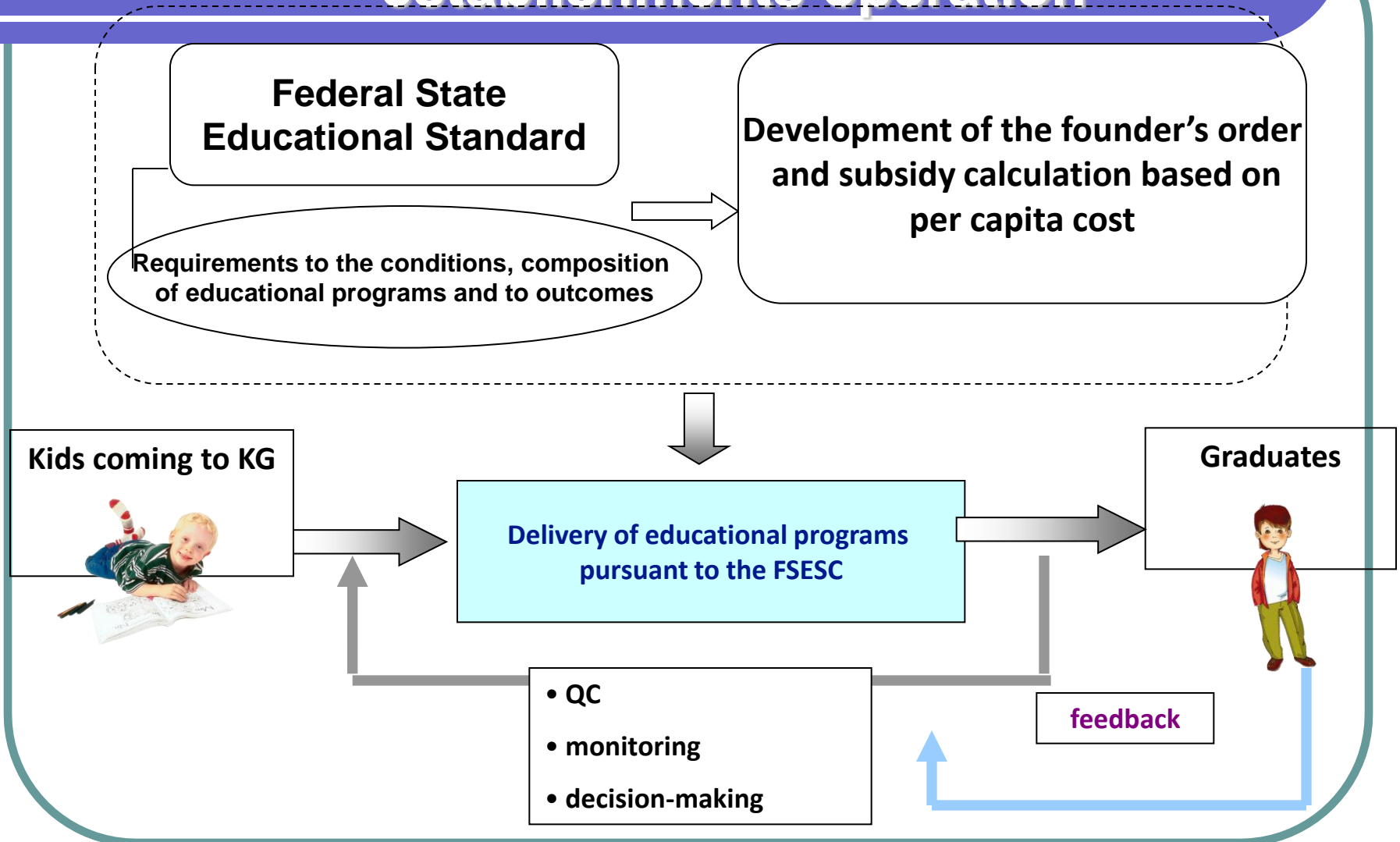
Achieving the goals and school readiness

Creating of conditions for program delivery:

- Psychological and pedagogical;
- Cadre (teachers and managers);
- Creating of the stimulating spatial and learning environment

Transition between education levels is defined by the **readiness of school** but not by the **readiness of the child**.

New mechanisms of educational establishments operation



Transition to quality management



upbringing,
education,
maintaining
health,
socialization,
success

~~Quality as a static feature of the state of pre-school education~~

Quality management is about managing processes whereby interests of all major stakeholders – parents, teachers, principals, preschool education managers, education authorities - are reconciled to ensure development of CHILDREN

THANK YOU FOR ATTENTION!

Contacts:

Volosovets Tatyana Vladimirovna

Institute of Psychological and Pedagogical Issues of Childhood,
Russian Academy of Education

Ul. Pogodinskaya 8,
Moscow, 119121
Telephone: (499)248-09-62

www.ippdrao.ru

mailto: ippdrao@yandex.ru