

# More Opportunities for Every Child

## Teachers' Training needs on early detection of difficulties in kindergarten

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# The MOEC project

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# EU Project Key Goals

This project proposes to promote good practices towards early detection of possible difficulties of the child in age 3-6 years, defining educational instruments shared internationally by the partner institutions.

The more **detailed objectives** of the proposed project are:

1. Develop, through *specific training courses*, the observational skills of teachers of the schools involved
2. To raise awareness on the importance of an *adequate observation* and on the acquisition of responsibilities in educational-related terms.
3. Promote *a unity of aims in the educational and didactic team*: the goal is a thorough management of the child from every perspective.
4. Reach, between the partner bodies (universities and schools involved), a *shared definition of a tool for the early detection of possible difficulties* in children and a protocol of its application which takes into account the specificities of the context
5. *Experiment the use of the tool* in different contexts
6. Outline *good working practices*
7. *Promote the relationship* with the families, in a co-responsibility orientation of education



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# The MOEC Team

- DURATION: 36 months – 01/10/2019 → 30/09/2022
- PARTNERS:
  - ITALY:
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    - IC Offanengo
    - IC Giussano
  - SPAIN:
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# Research Design



qualitative



quantitative

The **objectives** of this research can be summarized as follows:

- to carry out an early identification of the knowhow possessed by teachers;
- to identify the needs of teachers with respect to a particular subject which is considered significantly important.

The choice of the study type was therefore oriented towards the realization of an **action-research** carried out by people directly involved within an organization or institution, in order to address emerging critical issues and outline possible future prospects.

Amado G. & Levy A., 2002; Boog B., Coenenen H & Keune L., 2001; Reason P. & Bradbury H, 2001



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# Research Tool Overview



Questionnaire



Semi-structured  
interview



Focus group



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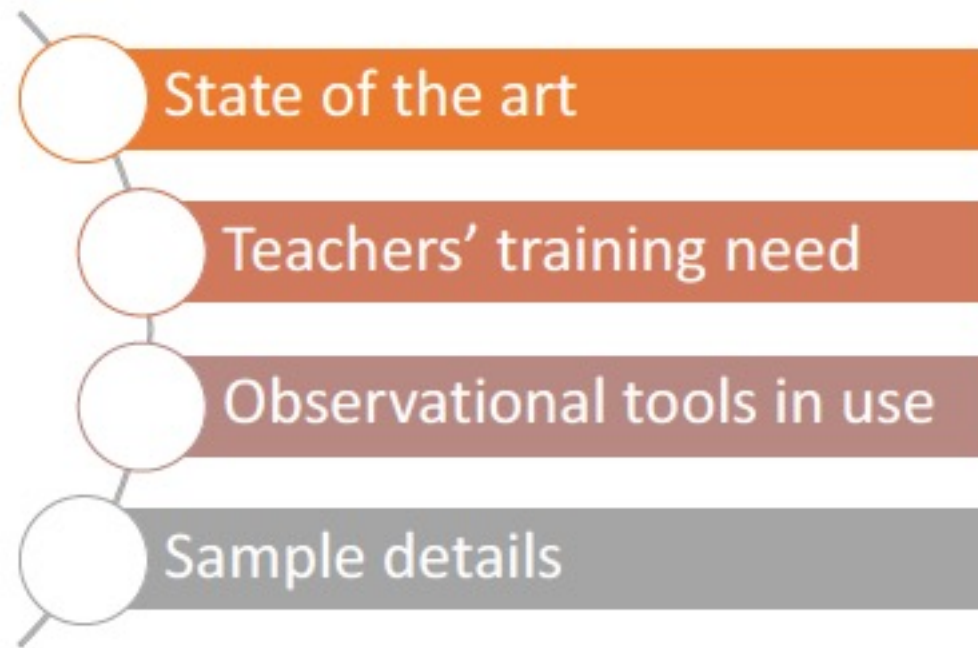


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# Questionnaire structure



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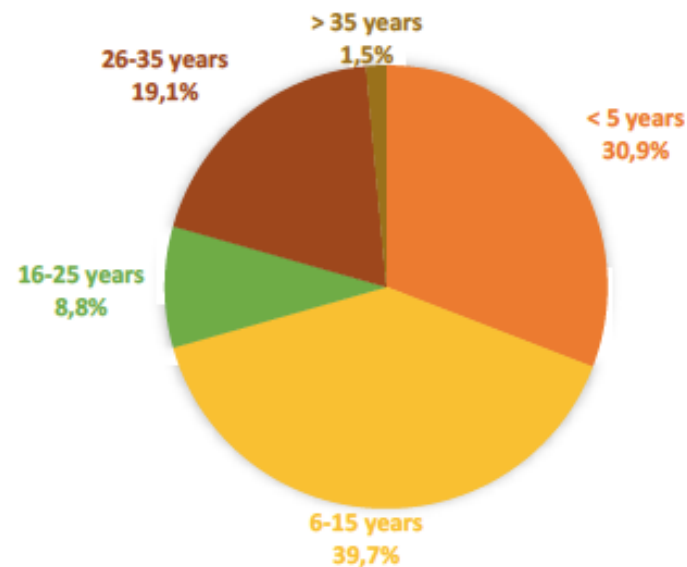
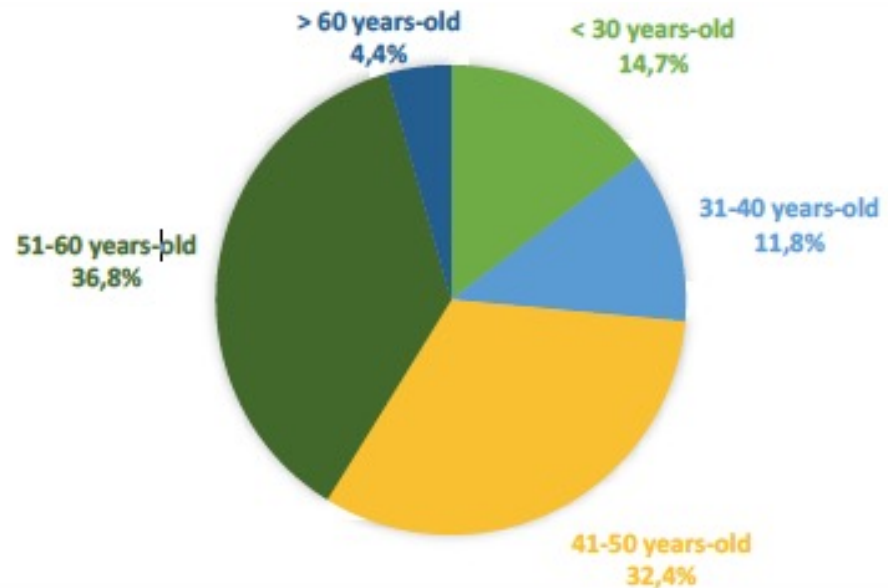
# Results Analysis

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# Sample

The sample is composed of 68 professionals, 65 of which are teachers (95,6%) and 3 are school educators (4,4%)



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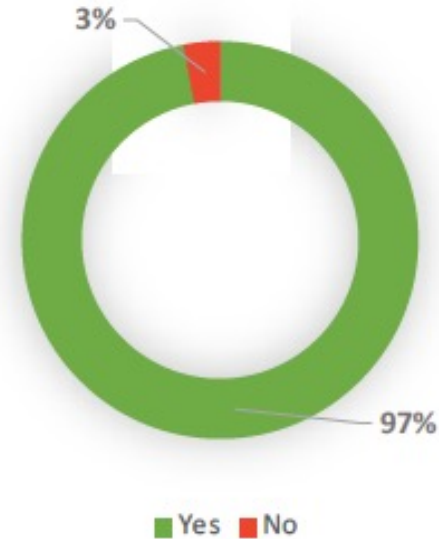
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## The importance of timely promoting early detection of difficulties



The **97%** of participants believe *it's important to promote a timely early detection of difficulties in kindergartens.*

This data is of utmost importance for the **purpose of this research**, since it indicates how the central theme of the project is strongly felt by the participating teachers, confirming the need to implement specific skills to **support a good educational intuition through scientifically-grounded working tools.**



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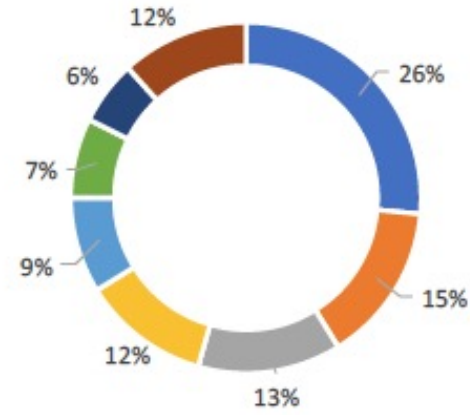
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## 2

## Training Topic



- Child observation
- Special Educational Needs
- Family relationship
- Colleagues relationship
- Learning strategies
- Class management
- Effective communication
- Other

The requests that emerged are **various and diversified**, the following being the most outstanding.

The ability to develop a *correct observational attitude* is perceived as an **essential competence** for those who work in the educational field, like in particular the importance of **developing unconditional acceptance of the other person through a willingness to listen** that is free from stereotypes, beliefs and biases, in an attempt to understand the child in his or her uniqueness and genuineness.



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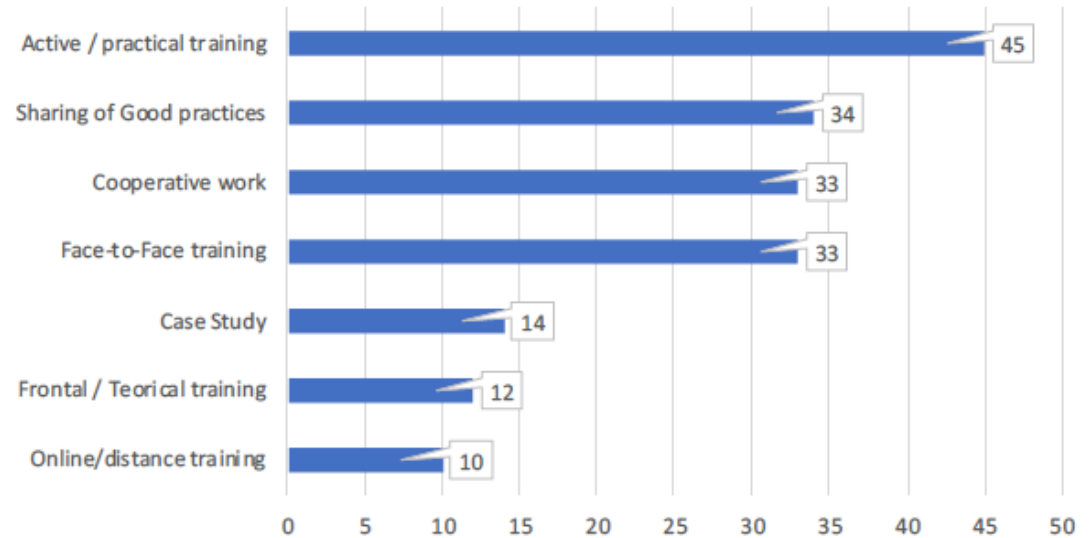


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## Training Methodology



66% of the participants expressed their preference for **active and practical workshops**, and 49% of the total asked for **presence training** which would facilitate teamwork, cooperation and the sharing of good practices.



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# Discussion

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# Discussion

Role of teachers

Needs analysis

Active learning

Training impact



# Role of teachers

The role of the teacher is shifting “**from a merely executive role to professional role**” (Altet, Charlier, Paquay and Perrenoud 2006);

therefore, teachers need continuous training in order to be able to respond effectively to the increasingly diverse needs of their pupils.



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# Needs analysis

The analysis of needs cannot clearly be a phase unrelated to the whole process and sole responsibility of the research institutions in charge of its implementation.

An **ecologically grounded analysis** of needs cannot in any way disregard the involvement of trainees and a shared mode in which teachers take on the role of co-readers of their own educational needs.



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# Active learning

The current orientation has been the creation of a **modular training system** based on the interests and knowledge levels of participants, relying on the learning by doing principle, flexible in its strategies and significant at a systemic level,

able to give **pedagogically sustainable and realistically transferable indications on methods within the individual school realities**, in order to detect the difficulties of students at an early stage



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# Training impact

The awareness of the gap between what is learned in training and what is put into practice in a real context reveals **possible issues** in the training processes:

on the one hand, **being too distant from reality;**

on the other hand, **being unable to become authentic promoters of a change.**



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# Conclusion

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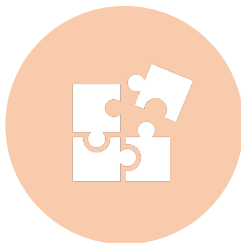
# Conclusion



**growing complexity** in current society and school



**training of teachers**, particularly of special needs teachers



avoid both a logic based on hyperspecialism and excessive medicalization against the promotion of a **real inclusive approach**



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If I can't do big things, I can  
do small things in a great  
way

M.L.King



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