

## **E. Seminar on Pre-schools**

Teachers' and Headmasters' Continuous Professional Development

**Moderator: Björk Óttarsdóttir**

**Secretary: Klara E. Finnbogadóttir**

### **Participants**

### **Main conclusions:**

It is important to use different criteria when schools are evaluated and not focus on one scale, e.g. PISA surveys or questionnaires. Site visits and interviews with staff, students and parents are important and give a fuller picture of the work done in school.

Pre-schools must be made more desirable working place; "talk up" the job and stop negative discussion. Teachers need to be proud of their work and being a teacher. "Take the pay of the table" as Andy Hargreaves put it. We need to raise the salaries of teachers so that they are comparable with the corresponding professions in education. It will undoubtedly result in a more diverse group of employees and even more men.

Open the eye of the public of the importance of the teaching profession and must find ways to make preschool teacher happy and proud of their work.

While there was some discussion about the daycare service agency vs. educational institution, and how to deal with differences in perspectives towards these concepts. There was also discussion about the differences in approaching the discussion of preschool as a "business approach" and "professionalism approach".

The report Key Data on Early Childhood Education and Care in Europe - 2014 Edition states that the majority of European countries have defined maximum number of children per employee or the maximum number of children in each group. Four countries (Denmark, Latvia, Sweden and Iceland) have adopted no such references.

The seminar group agreed with Pasi Sahlberg, when he says: "Let be fun in school. Do not make more of the same to improve student achievement, "producing a statement:" Play all the way through the Education system ".

Research shows that teachers and school administrators play an important role in the process of implementing and supporting progress in schools. Most people agree that all the factors in the school that affect children's learning is the most important quality of the teacher.

Parents are often the main advocates of pre-primary education and the experience shows that the authorities listed in some cases more to the voices of parents than

preschool employees. We need to utilize and mobilize parents and parents in the public debate on the kindergarten level, as is done e.g. in Norway.

Parents' interest in understanding of the Playschool has risen over the years and they are beginning to demand more services and make claims that their children are in a learning environment that encourages and supports.

Pre-school teachers need time and space to pursue career development, both individually and in collaboration with others. The Pre-school teachers must have opportunity to grow and thrive as teachers. Part of that is to give them time to dialogue, listen, reflect and feedback. Provision should be made for this in organization of the Pre-school.

Local authorities and head teachers must ensure time for cooperation, dialogue and reflection.

We must create a culture of learning community in all Pre-schools. And give preschool staff (skilled as unskilled) time for dialogue, reflection, and professional development; to promote themselves professionally.

Support should be given to cooperation and solidarity of all involved in preschool (Pre-school teachers, headmasters, parents, teachers, educational institutions, unions, local councilors and leaders of the country).

Encourage collaboration of Preschools kindergarten (both locally and internationally), where they share ideas, learn from each other and support each other.

Cooperation between the Nordic countries is important and needs to be extended through conferences, seminars and cooperation with schools such as through action research and communication over the internet.

Collaboration of Preschools with universities is equally important, working together on projects and research.

***Þáttakendur á málstofu um leikskólastigið (fyrir utan málstofustjóra og ritara):***

**Málstofa 1:** 11 þátttakendur (10 frá Íslandi, 1 frá Noregi)

Sissel Harre, Íris Dögg Jóhannsdóttir, Soffía Bragadóttir, Þórður Hjaltested, Fjóla Þorvaldsdóttir, Ólafía Guðmundsdóttir, Rannveig Andrésdóttir, Arna H. Jónsdóttir, Kristín Hildur Ólafsdóttir, Ólöf Kristín Sívertsen, Sigrún Einarsdóttir.