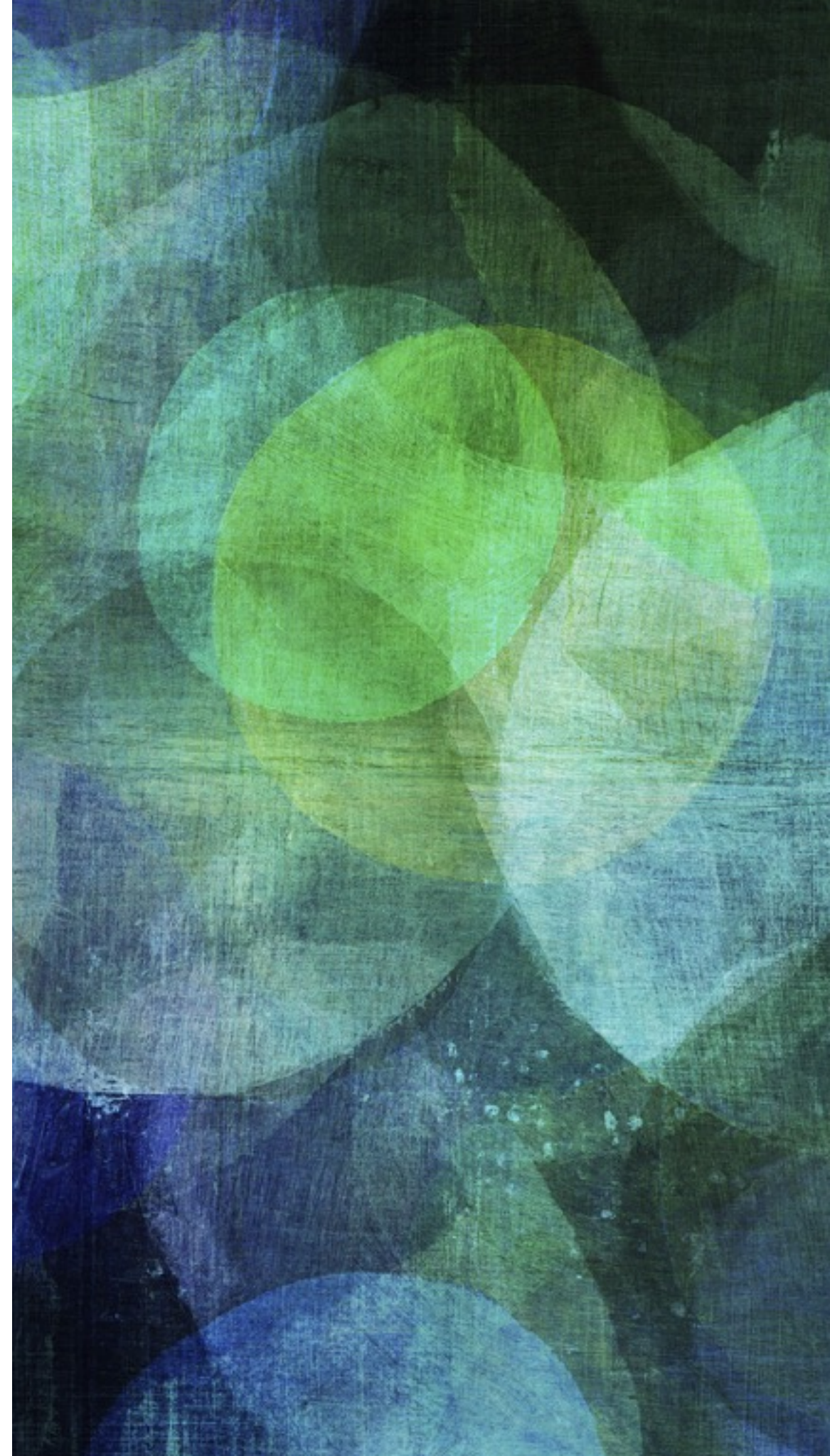


CURRICULUM STUDIES

.....
Create and present an individual PowerPoint presentation that and individual supporting plans/notes that outlines the benefits and draw backs of a particular world curriculum, compare your chosen curriculum with the National Curriculum in the UK

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IN THIS PRESENTATION

.....

- Briefly view the Early Years Foundation Stage in England
- Briefly explain how the Danish Curriculum compares
- Take a more in-depth look at elements of the country and curriculum
- Discuss the positives and drawbacks of how each curriculum develops literacy and numeracy
- Discuss the positives and drawbacks of how the curriculum promotes inclusion
- Conclusion
- References

THE CURRICULUM AND THE UK

Founded in 2006 under section 39 of the British Governments Childcare Act (Parliament of the United Kingdom, 2006)

- Whilst being observed, the children are being assessed as to whether they are showing 'typical development' for their age in order to preempt any developmental delays (Development Matters in the Early Years Foundation Stage (EYFS), 2012)
- In the UK, the EYFS assessment rating has been modified to now indicate if a child is at the 'emerging', 'expected' or 'exceeding' level at the end of the EYFS. Unless staff and parents establish successful communication this might not accurately depict the child's development outcomes (Standards & Testing Agency, 2017)

Knowledge of the world

explore and observe the physical world, community and people.

Physical Development

provide opportunities for children to be active and develop their control and movement.

Personal, Social & Emotional

Helping children understand appropriate behaviour & develop social skills

Early Years Foundation Stage Curriculum

Creative Development

enabling children to explore and play with a wide range of media and materials

Communication - language & literature

encouraging children to begin to read and write, also to develop the confidence and skills to express themselves.

Problem Solving & Numeracy

develop children's ability to improve their skills in counting, calculating, measuring

(Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five, 2017)

THE DANISH KINDERGARTENS CURRICULUM...

- Developed in August 2004 (Early Childhood Education and Care Policy in Denmark, 2000)
- 97% of children from birth to age 7 attend some form of daycare (Gov.scot, 2013)
- The quality and calm informality of the provision in Denmark is exceptional (Moss 1992 cited Anning & Edwards 2006)
- Economists emphasise that high-quality preschool programs such as the danish kindergartens can have many positive effects on skill acquisition (Carneiro and Heckman, 2003)
- Most of the learning typically takes place outdoors where children of integrated ages develop their learning outside of 'adult-controlled age-segregated settings' (Gray 2011 p.518)

Lessons & School Rules

Despite the freedom teachers receive from their municipalities they still must apply certain teaching and rules to the individual kindergarten. (Early Childhood Education and Care Policy in Denmark, 2000)

Working methods

Much of the curriculum is taught outside to develop childrens competencies such as their communication competencies.

(Taking it outdoors: communication, language and literacy, 2009)

The Pedagogue

- Develop their competence via a 3 1/2 year education.
- Must be confident in their own strengths and competencies
- Engage in activities that challenge their own self-awareness, physically and mentally. (Williams-Sieghfredsen, 2005)

A BRIEF EXPLANATION OF THE DANISH CURRICULUM

From August 2004, every institution had to make a unique curriculum that covers six areas of learning...

Six areas of learning:

1. child's personal development
2. social development
3. language
4. body and movement
5. nature and natural phenomenon
6. cultural expression and values

(Williams-Sieghfredsen, 2005 p.2)

To be able to;

develop physical skills
develop positive self image
'test' oneself
self-regulation
fellowship

To experience:

the wonderful
the frightening
joy
oneself

To enjoy:

sensory experiences
rhythm

To understand:

ethics and morals
close relationships
communication

DEVELOPING LITERACY AND NUMERACY; THE POSITIVES

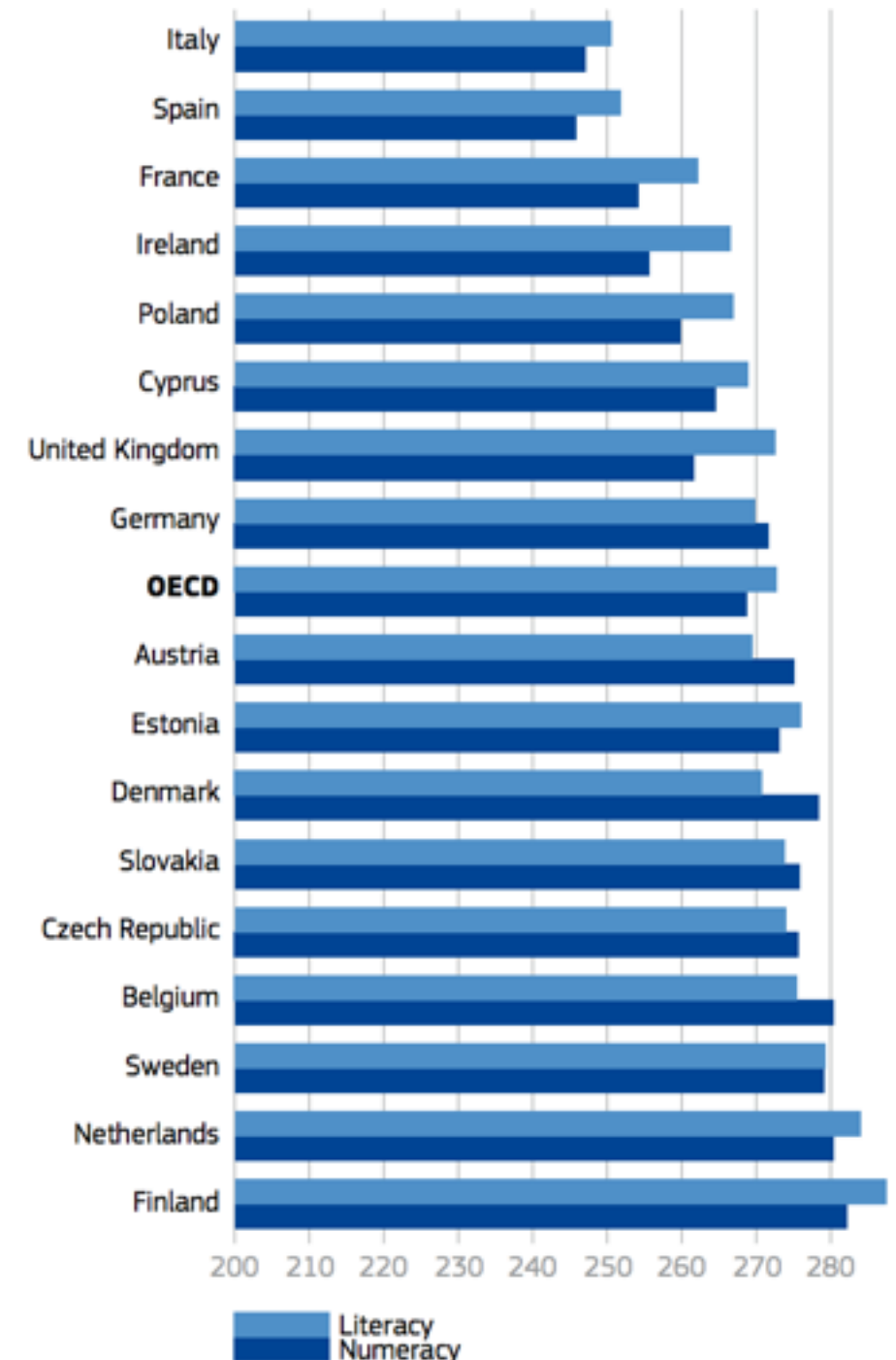
Denmark

According to the Programme for the International Assessment of Adult Competencies (PIAAC), Denmark still achieve high scores in Literacy and Numeracy scores amongst adults (cited EU Skills Panorama 2015) despite children of kindergarten age not receiving formal education.

Despite the lack of literacy promoted within the school, the PIRLS 2011 study stated that there was a 'relatively strong environment for literacy in homes in Denmark.' (cited Arnadottir, Kristmundsson and Shiel, 2016). There is also evidence that supports the childrens literacy as in general, 'homes in Denmark are well-resourced with children's' books' (approx. 100) which is above the EU average (Arnadottir, Kristmundsson and Shiel, 2016)

Comparing with the EYFS

- It is not unusual for teachers across England who adhere to the EYFS Framework feel pressured into producing evidence of the childrens learning (Cox 2014)
- The UK is continuously criticised for focusing too much on learning development within education and being 'utilitarian' (Ellyatt 2008)



Literacy and numeracy scores amongst adults in participating EU-28 Countries (PIAAC 2012 cited FOCUS ON Literacy and Numeracy Skills, 2015)

INCLUSION IN THE CURRICULUM; THE POSITIVES

Denmark

- Early education settings in Denmark often display 'low child-to-teacher ratios' which is advantageous towards the pupils development. (Jensen, Holm and Bremberg, 2013 p.116)
- Local authorities have established 'specialised staff' who offer professional expertise in aiding the pupils learning whilst also supervising children with social & behaviour problems (Early Childhood Education and Care Policy in Denmark, 2000)
- "Denmark boasts the greatest amount of public spending within the Organization for Economic Cooperation and Development (OECD)" (Esping-Andersen et al 2014)

Comparing with the EYFS

- 25.1% of children with Education Health Care plans in England are under 5 years of age (Department for Education, 2017)
- In a typical class of 30, teachers will find students who have:
 - Medical Issues
 - Difficult circumstance
 - English as additional language (EAL)
 - Additional Learning Needs (ALN)
 - Special Educational Needs (SEN)
- Cantor (2013) states that by building fortified learning environments we are able to promote childrens resilience from an early age.

INCLUSION IN THE CURRICULUM; THE DRAWBACKS



Danish Education Statistics (Compareyourcountry.org, 2015)

Comparing with the EYFS

- Children within the EYFS within the UK are likely to utilise visual aids in order to organise their learning and could also find it stressful to manage their expectations without these consistent prompts. (Tassoni 2002)
- When researching the PISA statistics, when student well-being, resilience and collaborative problem-solving were considered England displayed no statistics suggesting that there is very little focus on the students interpersonal and intrapersonal development (Compareyourcountry.org, 2015)

- As there is no formal education for children under pre-school age, there may not be a constant structure to the curriculum and how each day is planned.
- Tassoni (2002) states that children gain stability and security when they work with a regular routine. By applying a lack of consistency to the curriculum children may become confused and exhibit 'disruptive behaviour' (p.238)
- 'The number of immigrants from countries with completely different backgrounds, in particular Turkey, the former Yugoslavia and Asia (especially Pakistan), has been increasing.' (The Ministry of Education, 2000)
- 'The need for ongoing staff development for preschool teachers becomes even more urgent in light of their limited access to special educators in many early childhood programmes.' (McDonnell et al., 1997, p. 272 cited Nutbrown & Clough 2004 p.305)

TO CONCLUDE

*“Education is not preparation for life;
education is life itself.”*

JOHN DEWEY, 1859–1952

(cited ACER, 2010)

Denmark is amongst the Scandinavian elite; when discussing the educational development that Denmark have to offer it is very clear that there are many contributing factors that enable their pre-school education to be so successful.

The funding that is allocated within the education sector is a major factor in how the danish curriculum is highly ranked on league tables. With specially trained staff who are able to promote childrens competence and development in an informal education setting children are able to gain confidence and focus on their own development.

But by upholding tradition (and therefor many years of experience) of informal child development at kindergarten and gaining literacy skills at home is why Denmark's early curriculum is so successful.

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