LIBERTEC ECEC COMPENDIUM

Produced within the
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LIBERTEC
LIBrary as online Educational Repository Techniques in European Community pre- schools

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Premise

This Compendium is produced within the Erasmus+ project LIBERTEC - *LIBrary as online Educational Repository Techniques in European Community pre- schools* (ERASMUS+ KA220-SCH - Cooperation partnerships in school education).

LIBERTEC is the result of 3 years of scientific reflection and work on the issues regarding both high quality and inclusive ECEC and 0-6 Services modernization, that found in the Covid emergency a hastening trigger. The ECEC Services tackled the challenge launched by the pandemic to the whole Education system to rapidly adapt themselves, their daily routine, and educational strategies, finding in ICTs useful solutions. Recurring to remote work and online meetings for the educational pool and the organization of distance activities (where possible) such as videos, readings aloud and songs for children accelerated the ECEC technological transformation: never as now the digital responsiveness of the 0-6 Services has been fundamental. Therefore, being able to manage distance educational interventions and to carry out their pedagogical coordination thanks to high digitally skilled staff became indispensable, beyond representing an essential requirement to raise ECEC quality and inclusiveness. The LIBERTEC project intended to give a concrete response to this need through the **development of a digitized pedagogical documentation system** aimed to raise digital readiness, quality of educational and organizational Services' work, as well as their external relations' efficacy (with families and local institutional stakeholders). The adoption of a digitized documentation system can support ECEC operators in their commitments, that are increasingly complex due to the steadily evolving educational methodologies, the updating of legislations and to the change of rules to manage and document daily work. An effective and standardized documentation, especially if digitized, can become a methodological and pedagogical strength for the Services as it allows to organize/save files and materials to make the data collection-storing a norm. Internal procedures, educational strategies, and activities and all the useful materials can be easily cataloged, systematized, and made quickly transferable and usable in daily work by educators and pedagogical coordinators, giving to all the internal operators the same working structure and contents. Concerning the users, the families can be involved more transparently in their children school life through the effective access to clear pedagogical documentation, also enhancing mutual trust with the Service, while children can gain further opportunities to develop their social and cognitive skills. Thanks to the digitized documentary practice - done e.g. by video-photos storing, educational products' preservation, activities' traceability - they can be able to recognize themselves and their daily life in kindergarten / preschool.

To pursue these fundamental aims, the project's partners will outline specific **GUIDELINES** proposing an original digitized pedagogical documentation model arisen from the analysis of daily good educative/management/documentary practices among all the involved organizations. From the pedagogical, indeed, the documentary task is essential to make preschool didactic experiences trackable and visible to the educative community. The digital documentation system proposed by LIBERTEC provides for the setting of a

DIGITAL LIBRARY: a corporate secure system to store files that will be set, managed, and updated in each Service – according to the single asset already in use - by trained operators. To be really effective, the DIGITAL LIBRARY incorporates tailored requisites for secure sharing (privacy), based on the safe use of the ICT assets and has to be accompanied by adequate operators' digital competences (designed looking at the European Framework for the Digital Competence of Educators: DigCompEdu[1]).

1. ECECE good practices mapping & exchange

The survey phase for the *ECECE good practices mapping & exchange* preceded the implementation of the **LIBERTEC GUIDELINES** and allowed to collect relevant info both to outline the methodological suggestions enabling educators, preschool teachers, and pedagogical coordinators to improve their daily educational work with children and to deal with the documentary task, performed in a digitized way.

This phase also allowed to promote partners' mutual exchange of educational experiences, pedagogical competences and know-how, sustaining the sharing of good educational and management practices in use in their own countries and aimed at early childhood (kindergarten - 0-3, preschools 3-6, other services for 0-6 children). All the relevant experiences – especially those not formally detected and recognized - have been highlighted this way, they have been made trackable and promoted being included in a proper collection. This Compendium, indeed, would offer to the reader an overview on these practices, pointing out the more interesting ones - calibrated per age groups - that could be used to enrich the educational offer for children in kindergartens and preschools as well as to propose a reasoned synopsis on European ECEC policies and trends.

Starting from these premises, we can consider the Compendium as a **transversal reading of the ECEC Services' status in partner countries**: Italy, Spain, Portugal, and Romania. It represents an intermediate interesting result arisen from the preliminary survey action carried out by partners to outline and frame the specific contents for the LIBERTEC GUIDELINES, for which it also constitutes a valid complement. The Compendium, indeed, offers a rich and transnational reading of several key issues related to early childhood education, able to enhance and to deepen the methodological indications included in the Guidelines, and useful for the educational professionals working in kindergartens and preschools, as it focuses:

* The state of art of 0-6 Services in partner countries, highlighting familiarities, differences, strengths and weaknesses.
* What the 0-6 Services could change, improve or mutually contaminate to give a homogeneous response to educational needs.

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[1] The European Framework for the Digital Competence of Educators (DigCompEdu) is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a general reference frame to support the development of educator-specific digital competences in Europe. DigCompEdu is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning contexts (EC Definition).

- How to place themselves in the surrounding community and communicate with third parties in a transparent, safe and effective way through a correct Services' documentation.

This reading is based on a study of the main pedagogical reference concerning the management of the educational services for the 0-6 range in partner countries as well as on the exchange of the good practices adopted to carry out their daily activities by the kindergartens and preschools involved in the project.

The survey action leading to the creation of this Compendium allowed also to focus some key aspects of the educational work, useful to improve daily managerial and educational commitments within the 0-6 Services such as:

- The identification of effective educative methodologies promoting child's potential and identity growth, thanks to a compared analysis of the developmental strategies for the child autonomy, thought's organization and social behavior.

- The highlighting of educators' *adaptive skills*, to adequate educational methods to children and environmental needs and identify proper growth/learning objectives, *communication skills*, to interact with children, families and other local stakeholders, and *documentary skills*, to transfer the contents of the didactic work.

- A general mapping of the activities proposable to 0-6 children to support a rich and active childhood experience to foster their cognitive and social skills while respecting their uniqueness of growth.

- The detection of the main reading strategies of the Services' contexts (urban, rural, multi-ethnicity), to plan and implement effective educational activities, since the context analysis and the specific users' features cannot be ignored.

2. Applied Methodology

The main goal of the preliminary survey for the *ECECE good practices mapping & exchange* lies in identifying and highlighting the good educational and management practices adopted by the partner preschools focusing how they carry out daily routine, organize and use their internal spaces and - mainly - how they perform the documentary task, managing internal relations, with colleagues and coordinators, and external relations with families and context. At the same time the mapping phase intents to **detect possible educators' digital needs for the proper use of ICT** supports (if already applied, especially to the documentation task).

Therefore, the key topics addressed by the survey phase are:

- **Management of daily routines in 0-3 and 3-6 educational stages** (according to the specific features of the partner organizations)
- **Definition of the play & teaching spaces**
- **Pedagogical documentation**

- **Digital needs of educators**

From the strictly operational, this preliminary survey provided for a **theoretical part**, essentially carried out by desktop study and documentary collection concerning the focused issues, and for an **empirical part**, realized through the direct contributions of educators and preschool teachers in force to the partner organizations as representatives of the ECEC system in partner countries. As for Italy, the reference partner is **CEPISS**, a social cooperative managing several kindergartens in the Florentine metropolitan area on behalf of the Florence Municipality, boasting more than 20 years' experience (since 1997) in the management 0-6 Services, while the reference partner in Spain is the **Colegio de Educacion Infantil Pinolivo**, a preschool in Marbella with 225 children 3-6 years old. As for the other two partner countries we have **Associação de Jardins Escolas João de Deus** of Lisbon, an historical educational organization funded in 1882 with 40 kindergarten (pre-primary 0-6) and primary schools (6-10) diffused over all Portugal, and the **"Prichindel"** preschool, located in a peripherical area of Suceava (Romania) currently with over 400 preschool children between 3 and 6 years old divided into 12 groups: 4 groups (3-4 years old), 4 groups (4-5 years old) and 4 groups (5-6 years old).

The theoretical part was mainly aimed to collect and highlight the key legislative landmarks on ECEC in each partner country as well as the main pedagogical and scientific references in this area that are applied by the educators and teachers at the pilot schools-services (CEPISS, AJEJD, PINOLOVO, PRICHINDEL) in their daily work. The empirical part has been carried out through a specific **field research on selected sample groups** split into different survey actions held in each country such as: Focus Groups for pedagogical coordinators, educators and teachers, massive detection through tailored online questionnaires of key info and data on pedagogical practices in use and on educators' digital needs and in-deep interviews with parents. This way, the field research has been articulated in 3 sub-phases, covering all the issues to be explored:

1. Detection and analysis of ECEC good pedagogical-managerial practices adopted in partner preschools and early childhood services, including the uncoded ones and the educational experiences that deserve to be highlighted, shared and valued;
2. Detection and analysis of educators' digital needs;
3. Detection and analysis of families' attitude towards Services.

In total the field research carried out in each partner country involved: 29 ECEC professionals in the Focus Groups, 113 respondents to the online questionnaire on the pedagogical practices, 100 respondents to the online questionnaires for the digital needs' detection, 16 interviewed parents.

Tab.1 – Field research articulation

RESEARCH SUB-PHASES	Focused educational stages	Main contents	Applied methodology
Detection & analysis of ECEC pedagogical/managerial practices adopted in partner preschools and early childhood services	0-3 and/or 3-6, depending on the specific features of the partner organizations.	Listing, describing and analyzing the daily practices aimed at early childhood adopted by the partners as good pedagogical /management strategies, with particular regard to: **A. Organization of the daily routine** **B. Definition of play / didactic spaces** **C. Organization and management methods of the pedagogical documentation task** (methods, tools, etc.).	**1 focus group with educators / teachers / coordinators belonging to the pilot partners** (CEPISS, AJEJD, PINOLIVO, PRICHINDEL). **Submission of an online questionnaire to further educators/teachers/internal coordinators** other than those involved in the focus group.
Detection and analysis of educators' digital needs	Educators/teachers working in the educational stages 0-3 and/or 3-6, depending on the specific features of the partner organizations.	Detecting the level of the digital skills of the educators/teachers related to the most popular software (such as MS. Office package, audio-video recording and cutting programs, painting and drawing interactive programs, etc) communication platforms (such as Zoom, Skype, Google Meet, Duo with related multi-functions and online sharing system for working materials), assessment tools (such as Google Form, SurveyMonkey, Kahoot!), etc.	**Submission of an online questionnaire to educators/teachers of the partner schools/services (**PINOLIVO, AJEJD, PRICHINDEL, CEPISS).

	0-3 and/or 3-6, depending on the specific features of the partner organizations.	Highlighting features, strengths and lacks in Service/Family relationship, that could be improved by digitized documentation. Involving parents in peculiar research actions to understand what they expect from the Services daily activities' documentation is fundamental for a complete needs' mapping.	**Realization of 4 in-deep interviews with parents.** The families to be interviewed are identified among those whose children attend the partner preschools and services (PINOLIVO, AJEJD, PRICHINDEL, CEPISS).
Detection and analysis of families' attitude towards 0-6 services (kindergartens preschools) – family test			

To deepen the technical aspects related to the research action and consult the different applied tools, consult the Compendium's Operational Appendix (APPENDIX 2 – *ECEC good practices mapping & exchange:* Research tools).

Methodological note: Aware of the characteristics of the detected subject and of the related multiplicity of its possible variations, the results of the general survey do not intend to be totally exhaustive of the whole educational issues linked to ECEC. The results achieved within the ECECE good practices mapping & exchange are not conceived to be a deep scientific research, but they represent an essential analysis of contents for a preliminary definition of the operational framework for the LIBERTEC GUIDELINES' development.

3. MAIN PEDAGOGICAL REFERENCES ON ECEC APPLIED WITHIN THE PILOT PRESCHOOL-EARLY CHILDHOOD SERVICES AS ORIENTATION IN DAILY WORK

This section refers to the main pedagogical references adopted by the pilot preschool and 0-6 services as orientation for the daily educational work as it is important to mention what their procedures are based on and then we will see how they are carried out. Additionally, this commented bibliography, articulated for each partner country gives an interesting European overview on some of the key educationalist authors and scientific literature in the ECEC area in Italy, Portugal, Romania and Spain.

Below is the main bibliography indicated by each partner. The complete bibliography is attached in the *Appendix 3*.

3.1 Associação de Jardins Escolas João de Deus - AJEJD (Lisbon, PT)

Cardona, M. (coord). *Planear e avaliar na educação pré-escolar* [*Planning and evaluating in pre-school education*]. **ME/DGE:**
https://www.dge.mec.pt/sites/default/files/EInfancia/documentos/planearavaliar.pdf.
With reference to the Portuguese Curricular Guidelines for Pre-School Education (ME, 2016), the brochure addresses several aspects of planning and evaluation in pre-school education and its implications for educational practices, integrating reflection issues, working suggestions and examples.

Carvalho, C., & Portugal, G. (2017). *Avaliação em creche, CRECHEndo com qualidade* [*Nursery evaluation, CRECHEndo with quality*]. **[book] Porto Editora.**
Evaluation in Pre-School Education - Child Monitoring System (SAC) is the result of a project to develop a culture of assessment in early childhood education, inspired by "A process-oriented child monitoring system for young children", instrument developed by the team of the Experiential Education Center of Leuven (Belgium).

Mata, L., & Pedro, I. (2021). *Participação e envolvimento das famílias - construção de parcerias em contextos de educação de infância* [*Participation and involvement of families - partnership building in early childhood education settings*]. **ME/DGE**:
http://www.dge.mec.pt/sites/default/files/EInfancia/documentos/participfamilias.pdf
This study highlights the role of the educator and provides theoretical and pragmatic bases that allow to build his way of perspective, relations and achievements to the participation of families. These relationships will contribute to development and learning environments adjusted to the specific needs of each child.

ME /Ministério da Educação de Portugal (2016). *Orientações Curriculares para a Educação Pré-Escolar* [*Curricular Guidelines for Pre-School Education*]. **ME/DGE**:
http://www.dge.mec.pt/ocepe/index.php/node/71;
http://www.dge.mec.pt/ocepe/sites/default/files/Orientacoes_Curriculares.pdf
The Curricular Guidelines establish the principles, objectives, competences and contents to be worked on Pre-School Education in Portugal. They provide guidelines on areas and development domains to be explored, such as knowledge of the self person and the others, oral and written language, mathematics, physical-motor, drama, music or plastic expressions.

Portugal, G., & Luis, H. (2016). Observation of early childhood educators' interaction style and child experience – opportunities for training in context. *Revista Electrónica Interuniversitaria de Formación del Profesorado, 19***(2), 173-182**.
https://revistas.um.es/reifop/article/download/253821/193631/892821
Educational interactions between adults and children are essential in any learning process. Given the importance of the quality of the interactions in early childhood education for the well-being, development and learning of children, this paper presents a proposal for analyzing children's living experiences and adult style, through child and adult engagement scales.

Vasconcelos, T., Rocha, C., Loureiro, C., Castro, J., Menau, J., Ramos, M., Ferreira, N., Melo, N., Sousa, O., Hortas, M., Rodrigues, P., Mil-Homens, P., Fernandes, S., & Alves, S. (2011). *Trabalho por projectos na educação de infância: mapear aprendizagens, integrar metodologias* [*Project work in early childhood education: mapping learning, integrating methodologies*]. **Col. ESELx - Livros:**
http://hdl.handle.net/10400.21/2679
The aim of this paper is to demonstrate the importance of introducing project work methodology from the early years, to promote quality proposals for early childhood education. It also illustrates the application of the project work methodology among trainers, with diverse sensibilities and skills.

3.2 Cepiss Soc. Coop ECEC Services (Florence, IT)

Loris Malaguzzi, In viaggio con i diritti delle bambine e dei bambini, Edizioni Reggio Children

Edizioni Reggio Children 1995

Malaguzzi is one of the fathers of the definition of space (the learning environment, the play space) as a third educator.

Aldo Fortunati, E. Catarsi: L'approccio toscano all'educazione della prima infanzia

Junuior Edizioni, 2011

The educational services in Tuscany have specific characteristics and peculiarities, given by the legislation and the pedagogical tradition present on the territory. This has allowed the definition of a real approach, characterized by attention to the design of spaces, the care of relations with the family, the documentation of paths with children, the presence of pedagogical coordination, and the valorization of the 0/6 educational continuity.

In these two texts, the pedagogical criteria of the approach, experiences in the area, and good practices are made explicit.

Anna Lia Galardini: Crescere al nido. Gli spazi, i tempi, le attività, le relazioni

Carocci, 2012.

Starting from the experiences of a number of Italian crèches, this text allows us to reflect and update on the organization of space and time at the crèche, the experiences and structured activities to be proposed, the relationships between children, both in mixed and homogeneous age groups, between children and adults, and relationships with families.

C. Edwards (ed.), L. Gandini (ed.), G. Forman (ed.): I cento linguaggi dei bambini. L'approccio di Reggio Emilia all'educazione dell'infanzia

Reggio Children 1996.

The experience of the Early Childhood services of Reggio Emilia constitutes a model for all the operators in the sector; the theoretical and practical principles of Loris Malaguzzi are at the basis of the educational choices of our work groups: the hundred languages of children, space as a third educator, the concept of the school as a permanent workshop, the ateliers, concepts that are intersected daily with the Tuscany Approach of Catarsi.

Penny Ritscher: Slow School. Pedagogy of everyday life

Giunti ed, 2015

In the services run by the Cepiss Cooperative, we believe that time devoted to routines and care should be quality time. We work constantly on the time to be dedicated to each individual moment of the day, calibrating the child's time with the nursery's organizational time; we reflect on the spaces available for routines, which must be recognizable, functional and safe; we think about the tools and materials available to the children so that they can acquire autonomy during their care time.

Enzo Catarsi (ed.): Coordinamento pedagogico e servizi per l'infanzia

Junior editori, 2010.

In the 0-6 educational services the Pedagogical Co-ordinator plays a role of support and assistance to the work group, in agreement and sharing with the organization; he is a linking figure between the various services that the Cooperative manages, contributing to the identification of lines, methods and criteria common to the Infant-toddler Centers and Preschools. In this text the coordinator's functions are made explicit, which are based on diversified skills, as he or she responds to the needs of the children, the families, the work group, the territorial context and the organization.

Laura Malavasi, Barbara Zoccatelli: Documentare le progettualità nei servizi e nelle scuole dell'infanzia

Junuior editori, 2019.

Documentation represents an indispensable way of 'DOING EDUCATION' in order to make the identity of a service recognizable, recount and enhance the pedagogical and educational project; make good practices visible; involve the families in their child's journey and make them participate in the objective that the Service sets, so that they can share and support it; share the image that the Service has of the child guaranteeing memory, stimulating reflection, renewal and development, with a view to qualitative improvement; sharing the evaluation and quality of the educational contexts, through the transparency of interventions and the search for feedback; facilitating the construction of the professional knowledge of the work group, in order to define and/or strengthen their professional identity, overcoming the individual dimension; generating reflections, evaluations and thoughts.

This book supports the educator in defining a documentary project that respects the objectives and clarifies the annual project paths.

Comune di Firenze: Linee Guida per i servizi educativi alla Prima Infanzia – Documentazione

Firenze, 2021.

A reference point for the definition of rules and good practices for the realization of effective documentation within the services, aimed at families, children, territory and authorities.

Interesting are the experiences reported and the graphic criteria that make the documentation readable and usable.

Sandra Mei (ed.), Mirca Ognisanti (ed.): Dal rischio all'opportunità. Esperienze di outdoor education nei servizi per l'infanzia e nella scuola primaria

Junior editori, 2020

The text presents a number of outdoor education experiences conducted within children's education services and primary schools in the Municipality of Bologna.

The value is given to the outdoor environment of the educational service as a space for learning, relations and educational care, and proposes an observation of the change that has affected the 0-6 services on various concepts: the dimension of the body and movement; the exploration of the environment; the relationship with spaces and contexts, between limits and possibilities; self-expression in the relationship with the environment and in the relationship with peers; the comparison with multiple cultures of being outside; the participation and involvement of families.

Roberto Farné (ed.), Alessandro Bortolotti (ed.), Marcella Terrusi (ed.): Outdoor education: prospettive teoriche e buone pratiche

Guerrini Ed, 2019

Outdoor Education valorizes outdoor space as an environment of learning and educational well-being; the adult first discovers and broadens the horizons and potential of this context and draws from it educational opportunities for children. In this text we find contributions, theoretical reflections, lines of intervention, research frameworks and cultural suggestions in support of outdoor education as a way of doing education.

Cosimo Di Bari, Educare l'infanzia nel mondo dei media. Il ruolo dell'adulto in famiglia e nei contesti educativi

Anicia ED, 2017

In a daily life increasingly characterized by the presence of digital tools, it is essential that educational services, in collaboration and continuity with the family, contribute to the transformation of children's 'natural' confidence with these tools into real competence; supporting their relationship with these tools so that they become aware, critical and creative.

The Media Education approach involves raising the awareness of parents, educators and teachers and through an 'ecological', problematic and reflexive use of the same tools in the educational, instructional and

training spheres. Without being terrified by the dangers or enchanted by the potential, but on the contrary becoming aware of the risks and turning them into opportunities.

3.3 Colegio Infantil de Pinolivo (Marbella, ES)

Davoli, M. (2011). *Documentar la vida de los niños y niñas en la escuela*. **Temas de infancia nº28 Educar de 0 a 6. Rosa Sensat. Editorial Octaedro.**

The book reveals the pedagogical strategies with children from 0 to 6 years through the observation of classrooms interactions. It is focused on aspects such as calmness, care, curiosity and wonder and how we can have access to all of them if we stop in order to observe our students, if we collect notes, images, videos and then we think about our findings with our colleagues. Afterwards the creation of a documentation panel will make the rest of the Educational Community be aware of what happens in a classroom. Besides we can develop learning theories, indispensable in our role as researchers, from this experience.

This book offers different perspectives on pedagogical Documentation. On one hand we have the Italian teachers, Mara Davoli and Mariano Dolci, who have been working in the Reggio Emilia School for more than 40 years. On the other hand, the Spanish teachers Meritxell Bonas and David Altimir who have been collaborating with Reggio Children and the Catalan public schools. They both offer us a look at childhood and how to approach it. Also how to understand and accompany it that makes us consider our 'pedagogical philosophy and our way of being at school'.

Louv, Richard. (2005). *The last children in the forest*. **Captain Swing.**

The purpose of this book is to show the advantages of the interaction between children and nature. Natural and open spaces are ideals for boys and girls to express themselves and reconnect with their essence. They find calm and feel free to demonstrate their creativity. It is also observed that physical and emotional deficits are alleviated. Nature also needs the presence of children because only this will make girls and boys aware of the importance of their care.

Marañón, I. (2018). *Educar en el feminismo*. **Plataforma Editorial.**

This is an essential book for families and teachers as it is focused on education in equality. It promotes a teaching for girls and boys free of gender stereotypes and roles associated with them. The book also offers spaces for reflection, advice and activities to work on emotions and conflict resolution.

Trueba, B. (2015). *Espacios en armonía. Propuestas de actuación en ambientes para la infancia*. **Temas de infancia. Editorial Octaedro.**

The school must be a place where students can express themselves. They must be provided with different spaces to respond to the various needs of every child as they does not experience the same developmental pathway and with same pace.

The author offers several proposals to show the suitability of the spaces in a classroom, materials, sounds, lights and many other elements that perhaps we do not take into account a priori but they might be helpful during the process of learning. We consider this book as a good guide to configuration and evaluation of the spaces.

Trujillo, F. (2016). *Aprendizaje basado en proyectos. Infantil, primaria y secundaria*. **Ministerio de Educación, Cultura y Deporte- Área de Educación.**

It is a key document about PBL methodology (Project Based Learning) , from its definition to the different elements that compose it.

It also includes strategies to implement them successfully and examples of projects carried out by teachers.

3.4. Prichindel (Suceava, RO)

Păiși, Lăzărescu, E., Ezechil, L., *Preschool laboratory*, **Edited by V&I Integral, 2010** - The most important change foreseen by the preschool education reform of 2000 was the transition from a curriculum centered on contents to one centered on objectives. Guide for preschool education offers essential guidelines on the basis of which educators can carry out their work in the context of curriculum reform, containing theoretical openings, a presentation of policies in the field of early education and useful methodological suggestions.

Glava, A., Pocol, M., Tătaru L., "*Methodical guide for the application of the preschool curriculum"*, **Edited by Paralela 45, 2009 -** The fruit of a harmonious collaboration between preschool education theoreticians and experienced practitioners of the field, the paper proposes didactic solutions for understanding some aspects that pose real problems of pedagogical decision. Through the reflections and theoretical analyses, as well as through the variety of situations and teaching learning resources proposed, the authors effectively guide the reader in penetrating the pragmatics of the new curriculum and in continuing a personalized understanding of it.

Tătaru, L., Glava, A., Chiş, O, „*The Pyramid of Knowledge - methodical benchmarks in the application of the preschool curriculum"*, **Edited by Diamant, 2014 -** The fundamental concepts of the work reflect in extension and in depth the contemporary developments in the Pedagogy of preschool education: curriculum, experiential domains - developmental domains, experiential learning, integrated and interactive activities, etc. The theoretical reflections, as well as the applications with good practice value, are organized in the work in seven comprehensive thematic areas, in the elaboration of which a number of 54 authors, educators, teachers for preschool education, university teaching staff, school counselors collaborated.

Ciolan, L., "*Integrated learning. Foundations for a transdisciplinary curriculum"*, **Edited by Polirom, 2008** - Its fundamental idea is that the personal and social development of the individual through education must occur especially in integrated contexts (multi-, inter- or transdisciplinary), embodied in cross-curricular themes. Addressing education specialists and students from specialized faculties, Integrated Learning brings clarifications in a very current field, taking into account the three pillars on which the paradigm of the integrated approach to the curriculum is based: epistemological, social and pedagogical.

Manolescu, M., "*Evaluation theory and methodology"*, **Edited by Editura Universitară, 2010** - The educational management treaty for primary and preschool education proposes a re-signification and a modern pedagogical valorization of the concept of educational management, as well as personalized approaches for primary and preschool education. It values an interactionist vision, as it brings together - in a modern systemic approach - the epistemic components of educational management, offering a functional synchronic perspective on the current managerial context, at all levels.

Breben, S., Gongea, E., Ruiu, G., Fulga, M., „*Treaty on educational management for primary and preschool education "*, **Edited by Editura Arves, 2010** - The educational management treaty for primary and preschool education proposes a re-signification and a modern pedagogical valorization of the concept of educational management, as well as personalized approaches for primary and preschool education. It values an interactionist vision, as it brings together - in a modern systemic approach - the epistemic components of educational management, offering a functional synchronic perspective on the current managerial context, at all levels.

4. THE GOOD PEDAGOGICAL/MANAGERIAL PRACTICES FOR ECEC ADOPTED IN PILOT PRESCHOOL/EARLY CHILDHOOD SERVICES

Throughout the next paragraphs we can compare the pilot schools belonging to each partner countries regarding to the pedagogical practices adopted during the school year. For this purpose, we observe the following sections.

4.1 Organization of the daily routine

First of all, we will clarify what a daily routine is: all the moments carried out in the classroom day-to-day, always following the same scheme, whereby the teachers plan the didactic activities. In this way, thanks to the daily repetition, children learn the routine and know exactly what they are going to do at each moment of the day.

Thanks to the study carried out, we have been able to verify the similarity between the different schools in the organization of their daily routine. As we can see below, the four schools maintain a similar structure throughout the school day, compensating classroom work times with short breaks in between, so that children can learn mainly through the play and the interaction with other classmates. Below we present them individually.

CEPISS

The organization of the daily routine is done annually. The educational team meets monthly to evaluate the daily routine. In addition, routines are evaluated weekly and modified according to the needs of the children at any given time.

A typical day at CEPISS
1. Welcome
2. Breakfast
3. Greeting circle
4. Diaper or bath change
5. Play activities
6. Diaper o bath change
7. Hygiene and washing
8. Lunch
9. Hygiene and washing
10. Sleep preparation – Sleep – Awakening
11. Play activities
12. Free play
13. Snack
14. Free play
15. Reunion with the referring adult
16. Exit

CEI PINOLIVO

The organization of the daily routine is done annually, before starting the academic year. The educational team meets weekly to evaluate the daily routine. Also, the meetings of teaching team are scheduled for feedback on the actions carried out during the previous week to serve as a guide in the new proposals.

A typical day at PINOLIVO
1. Welcome
2. Initial assembly
3. Tablework (individual or cooperative)
4. Breakfast
5. Rest time
6. Hygiene and relaxation routines (music, smells, massages, yoga)
7. Sharing spaces - work in corners
8. Collection and toilet
9. Farewell assembly (dialog about what happened during the morning)

AJEJD

The organization of the daily routine is done annually. The educational team meets monthly to evaluate the daily routine. In addition, monthly, a plan is drawn up that is then reviewed and readjusted weekly.

A typical day at AJEJD
1. Welcome reception
2. Attendance/presence registry
3. Educational activities
4. Activities for stimulation development of capacities, skills and competence
5. Activities for stimulation development of values and attitudes
6. Free play
7. Time for playground
8. Lunch
9. Sleep
10. Snack
11. Exit

PRICHINDEL

The organization of the daily routine is done daily. The educational team meets weekly to evaluate the daily routine, or whenever necessary.

A typical day at PRICHINDEL
1. Welcome reception
2. Breakfast
3. Movement moment

4. Routine (washing hands, going toilet)
5. The morning meeting
6. Thematic activities (integrated teaching)
7. Lunch
8. Routine (washing hands, going toilet)
9. Nap time
10. Snack
11. Games and activities of choice
12. Thematic activities
13. Going home

4.2 Definition of Play / Didactic Spaces

Each partner has explained what the didactic spaces mean to them, in the context of their own experience. We can appreciate the similarities, difficulties and the reason why they use those spaces in their daily life, all agreeing on their relevance.

CEPISS	Children's educational experiences are designed according to the pedagogical objectives and the available spaces. The spaces are structured precisely according to the type of experience the children will have. In the nursery school, spaces are often modified, deconstructed and then restructured according to the children's abilities and autonomy: this practice becomes an educational objective aimed at the children's autonomy of choice and their autonomy in the management of spaces. Educators consider the physical space of the nursery and school as a "third educator", considering that the first two educational figures are the parents/families and the educators. Outdoor spaces are considered an educational space full of opportunities for children, as they allow the development of autonomy, the possibility of free movement of the body, the discovery of the natural world, the experience of the seasonality of natural environments, among others. Outdoor environments are also used with the target of balancing children's emotional states and their degree of concentration.
PINOLIVO	The teaching team of Pinolivo school also conceives the space as "the third educator" and considers it of vital importance to allow children the opportunity to experience the multiple activities that space can offer them. In addition, they work to present these spaces in different languages and this enrich the experiences within them and the way to access them, languages present in all spaces that evolve according to the age of the children. Regarding outdoor spaces, they consider that they are usually the most forgotten spaces when building schools and denounce the lack of personnel to be able to attend as they would like these outdoor areas, since for all teachers it is essential that children can enjoy being outside. So much so that all classrooms face the outside and have a terrace that, as

	they express in the focus group, "is part of the class, is always open and is one more area that children can approach, in fact, they love to make use of it".
AJEJD	Some of the interviewees reveal that didactic spaces are always present when organizing the school day. Nevertheless, other educators explain the limitations of the spaces, especially outside the school. They emphasize that with the 5 year-old children they no longer use much the corners. Some rooms aren't ready for it. Children can pick up books or games, but not freely, and they work on the floor or on the tables. Due to the limited space, since it is a hall and not a room, they guide the children in order to develop the activities.
PRICHINDEL	At Prichindel school they consider that kindergarten is the environment where children are welcomed, move, learn and play. That's why everything is thought out and arranged so that it is a pleasant, beautiful place, where they feel good and safe. By organizing the group space on activity centers, the learning process is an active one, of socialization, in which the children interact directly with the materials, with other children, with the teacher, individually, in pairs or in small groups. In order to know the children's development requirements in all areas of development (physical, socio-emotional, cognitive, language), the space of the room is organized according to activity centers: Thematic Center, Library, Science, Art, Role Play and Constructions.

4.3 Organization and management methods of the Pedagogical Documentation Task and possible apply off Digital Documentation Practices

Pedagogical documentation refers to all those documents, materials or tools that help educators to carry out the teaching action, to follow the evolution of the children or to detect which are the learnings they have acquired and which are not. This pedagogical documentation is formed both by the legislative part and by all those materials created by the children throughout the school year, for example. Thanks to all these tools it is possible to detect and recognize the skills acquired by the children or the deficiencies they have. The documentary practice - especially related - for example - to videos, photos, works storing, contributes also to the preservation of the educative products realized by children and allows a better activities' traceability. Also, it favors children to recognize themselves and their daily life in kindergarten/preschool within the documentary process, entailing further opportunities to develop their social and cognitive skills.

The pedagogical documentation is the basis of the LIBERTEC project, that is why we consider this section to be of great importance, especially if it highlights possible use of digital tools, already applied by some educators or schools.

Throughout the different paragraphs, we organized the information collected on the responses of the key partners, so that we were able to analyze the similarities between them.

4.3.1 Management, access, equipments and storage modalities adopted in pilot preschool/Early Childhood service to perform pedagogical documentation.

All the interviewees agree that this pedagogical documentation is stored both in physical and digital format in their schools. As for the storage of digital documents, the most common is to secure them with passwords so that access is limited to those authorized. Both teachers and authorized personnel can have the necessary documents at their disposal at all time.

On the other hand, all materials generated during the school year are usually stored in both formats, properly classified for easy access when needed.

4.3.2 The pedagogical documentation: main purposes and stored evidences towards children, families and third parties

It is remarkable the importance that partners give to sharing all the necessary information to families about their children during the school day. It is evident that for families the most important thing is to know the state in which their children are in school, so educators offer images, videos and information through shared platforms related to daily routines and experiences that children live throughout the day.

This way, we can appreciate how the pedagogical documentation can contribute to a clearer and safe interaction among parents, ECEC Services (kindergartens and preschools) and educators, enhancing quality relations and mutual trust, since it gives families the opportunity to be more aware of the procedural effectiveness and pedagogical consistency of the actions aimed at their children.

Some of the interviewees consider the pedagogical documentation as a tool to collect the personalized evaluation of each student and thanks to which the families can access this information and continuously know the evolution of their children throughout the school year and which are the activities they perform.

It is mentioned by some schools the order of importance of their pedagogical documentation storage. As an example, AJEJD school states by the online questionaries the three most important documents when storing as follows: 1) educational programs; 2) evaluations; 3) educational activities.

4.3.3. Features and management of the digitized documentation (if present in your organization)

Thanks to the partners' answers we have been able to appreciate that all of them have digitized documentation. The way they secure and store it is similar in all of them. The most common is to store the digitized documentation in shared digital spaces so that access by authorized personnel is simple and fast to optimize the process. These shared digital spaces can be either common media (such as Google Drive or WhatsApp) or private shared spaces, specifically owned by the school.

4.3.4 Strength and Lack points shown by the pedagogical documentation practices already in use

All partners agree on the importance of the capacity and ambition to improve teachers' skills in the process of digitization of pedagogical documentation. Good relationships among colleagues within the school are considered very important in order to generate a good working environment. They also consider the organization of this pedagogical documentation used in the schools as a strength. In addition, the successful sharing of information with families and the good communication they have with them has been worthy of comment in the partners' responses, being proud of it.

In terms of lacks, the partners commented that families use to be satisfied with the digital communication that is maintained. This fact means that personal communication is lost, which is closer and through which it is possible to better transmit the information, appealing to a more personal relationship between families and schools.

On the other hand, it has been mentioned the problem that exists about the transmission of information related to minors and the limitations that this entails. It is not possible to show their faces, so that part of the information to be transmitted through the images or videos is lost, such as the children's expressions and feelings, very important data to take into account when assessing the state in which the children are throughout the day, during the different activities.

Another lack mentioned by the partners is the danger to which the information in the digitized documentation is exposed: the possibility that unauthorized people are able to enter the system and access private documentation. As for documentation in physical format, the problem lies in the deterioration that occurs over time in these documents or the significant space they occupy.

Finally, it was mentioned by different partners the lack of teachers' training in relation to digitized systems, so they demand more training on this topic.

Below is a comparative table showing the strengths and lacks mentioned by each school.

	STRENGTHS	LACKS
CEPISS	The learning skills demonstrated by educators with respect to digital skills and practices are a strength with respect to the digitization process of pedagogical documentation.	The point of lacks relates to the fact that parents/families tend to be satisfied with the "digitized relationship" between the Nest/School and the family. In fact, there is a reduction in requests for interviews, particularly in-person interviews, since digital video and photographic documentation already gives much of the information that used to be able to be transferred only through in-person storytelling by educators.

PINOLIVO	As a strong point, they highlight the companionship, cooperation, ambition to improve, the respectful climate of the center, the desire to continue advancing and the interest in lifelong learning.	Respondents believe that the practice of sharing is weakened. When using social networks they cannot show the faces of minors that so many emotions are able to transmit. When uploading photos to the networks, it seemed that they encouraged the use of them in increasingly younger children. In addition, they consider that they can improve in digitized methods and supports. No one from the teaching team has specific knowledge or skills about it, so they demand more training. Nor is there a specific platform that they share, each one makes use of what seems best.
AJEJD	They describe the strengths as follows: 1) The ease access of consultation and use; 2) The organization of materials by themes, months and periods; 3) Optimized available time to improve strategies.	As lacks, they have detected: 1) The vulnerability of losing work; 2) The impossibility of accessing to digital information and resources if there is a power failure or any other computer or network problem; 3) Lose everything if there is an oversight; 4) Lose all documentation if it is only in digital type format.
PRICHINDEL	Prichindel lists its strengths as follows: - Information storage capacity that clearly exceeds the capabilities of any other system. - The ability to transfer information fast and cheap. - Facilitates the communication with the families. - Much more creative options to realize projects, to evaluate knowledge and skills… - Digital documentation is an easy way to obtain and manage information. - Restricted access control to digital documents. - Digital documentation can save time. - Many applications enable us to take photographs and notes while we are observing children. - Digital technology can help to produce clean and tidy, professional looking, creative layouts. - Real time reporting.	In the same way, they list their lacks: - If the internet dies or it is in an area with poor reception, it may be unable to access the digital system. - Any digital data is at risk of being hacked. - Paper documents can occupy a significant amount of space. - Paper documents can easily wear or fade with time and they can also suffer from physical damage. - Weaknesses relate to paper-based documentation that requires a large volume of work and requires special and limited access storage space, which is difficult to access.

4.3.5 Needs and expectations related to digitized pedagogical documentation applying

It is mentioned by the partners the need that exists in terms of training, related to the skills of digitization of educational documentation, as well as in the use of digital tools. They ask for ways to manage and store this digitized documentation in a quick and easy way, and in a way that it can be accessed when needed. They also ask for ways to share that documentation more directly with partners. All schools are looking to improve their digital skills to be able to manage more easily now that digitized documentation is being promoted and some of the employees do not have the capacity to take full advantage of the possibilities.

4.3.6 Media Education activities for 3-6 years old children

Media education activities are all those digital materials (activities, didactic games, etc.) that are used in the classroom by teachers and that involve learning for children.

We should mention that there are very varied opinions related to the introduction of new technologies in the classroom at such early ages. Some teachers appreciate these technological advances although they consider human relations the most important. Others consider that it is too early to use digital tools with children so young, so they do not implement them in their schools. On the other hand, there are teachers who state that introducing these technologies is a good choice since we currently live in a world surrounded by technology and it is also a way to teach children to use this technology in a responsible way.

With the exception of AJEJD school, all the others use media resources to develop didactic activities during the school day. (It should be mentioned that although AJEJD does not use media education activities as a general rule, some of its educators affirm that they do implement it in their daily activities on their own). In the 0-3 age range it is used in a different way as it is not possible to use and exploit the possibilities of these applications in the same way as with the older children, 3-6 years old. Similar as the pedagogical documentation, this type of digitized activities are also shared with families through shared digital spaces. This opens up the possibility of using these resources at home and reinforcing the children in an entertaining and comfortable way, with their families. It is the way to take advantage of technologies to reach a continuing education, while modernized and fun for the little ones. Both families and schools promote a responsible use of these resources, protecting the privacy of children between the ages of 0 and 6 years old.

4.3.7. Appendix

Tables related to the different sections on paragraph *4.3. Organization and management methods of the Pedagogical Documentation Task and possible apply off Digital Documentation Practices*, thanks to which we consider that we can enrich the information presented. They contain the information provided by the partners and are organized in such a way that the four centers can be compared.

4.3.1. Management, access, equipments and storage modalities adopted in pilot preschool/Early Childhood service to perform pedagogical documentation

CEPISS	Within the Nursery and Preschool, pedagogical documentation is produced through various means: the physical bulletin boards, posters, panels, brochures and pamphlets; the individual paper and digital diary/book; and the materials produced during the year both in physical and digital form.
PINOLIVO	The pedagogical documentation always starts from the observation trying to always give a sense to what happens inside the classroom and to be able to tell and share the culture of childhood. Each teacher focuses some moment of the day that she has detected in a previous observation and is following up through annotations, recordings or photographs, materials that even later will serve to set other spaces.
AJEJD	The documents are organized in two ways: on paper and on digital. In general, the documents are stored in paper format, in folders, and the computers of the teachers' room, where registration is located. Educators also use the personal computer. Educators and teachers access through the computer of the teachers' room.
PRICHINDEL	Pedagogical documents are kept by every preschool teacher in their own classroom. All of these documents are organized in a special place from the bookshelves. Many of the main pedagogical documents are kept in the digital form.

4.3.2 The pedagogical documentation: main purposes and stored evidences towards children, families and third parties

CEPISS	The objectives of pedagogical documentation described by CEPISS are as follows: the involvement of children and families; transparency with respect to educational planning and educational actions; concrete demonstration of daily routines and experiences carried out by children; and awareness on the part of parents/family members and the children themselves of the achievement of autonomy and the acquisition of emerging skills. Especially, with respect to children, pedagogical documentation aims to facilitate the construction of their own identity through tools that enable them to structure their memory of experiences.
PINOLIVO	At school they boast of good communication and collaboration between teachers, so that everyone can access the pedagogical documentation carried out by the rest. They are free to enter other classrooms, ask for opinions and even share on social networks the work they do to reach other people and places. A clear example of what pedagogical documentation is for this center are the personalized evaluation reports in which families receive detailed information on numerous aspects of their children.
AJEJD	The email is used to communicate with parents, sending information or a summary of the dynamic content and tasks performed during the week. On time, some paper information may be sent.

PRICHINDEL	Paper documents are hand written and kept in special room (archive room) and the digital ones are storaged in cloud softwares (Google Drive, Google Docs, hardwares, removable disks, etc.).

4.3.3. Features and management of the digitized documentation (if present in your organization)

CEPISS	Pedagogical documentation lends itself to the use of paper and digital tools: photos, videos, audios, narrations and accounts of activities carried out or to be carried out, and specialized articles on educational topics are used. These documents are disseminated through various communication channels, such as e-mail, shared digital data drives, digital instant messaging applications or hand delivery of paper documents or materials.
	Various digital data sharing platforms are used; these digital tools and practices have been acquired by professionals partly on their own and partly through specific training activities.
PINOLIVO	To be able to carry out the pedagogical documentation, they usually use diaries, cameras, video cameras or rubrics, among other possible tools.
	Some examples of digital platforms they use are Padlet or Canva, they also use Google drive, WhatsApp, or pen drives individually for storage.
AJEJD	The pedagogical documentation is stored in paper, in a dossier, for the other teachers. There is care to keep as many work proposals and strategies as possible and to have many saved in digital format, on the computer for the use of educators. From the perspective of the interviewees, the school rules does not have yet document digitization practices and none referred practices of using cloud services to keep digital resources for families and children.
	The scanned documentation is stored in the heading office or in teachers' room computers for those who want to use it during the year or the following school years. The educators have the responsibility of the scanned documents and they design their digital portfolios. Each educator concerns about keeping documentation easily accessible.
PRICHINDEL	Each preschool teacher from their institution has an own data basis, the access at it being restricted with a password.

4.3.5 Needs and expectations related to digitized pedagogical documentation applying

CEPISS	One particular target is to find a system for integrating paper and digital pedagogical documentation in a consistent and usable way, that is, to offer both digital and tangible content that can tell the story of the same activity experienced by the children.
	Another goal is to be able to improve the bulletin board system, perhaps by introducing digital bulletin boards, which are more readily usable by parents/family members and can be set up with more immediacy and ease by educators, and which could contain more comprehensive and explanatory content.
PINOLIVO	Educators would like digitized documentation to allow them to save more time, that this type of tools could be at the service of the entire community to be able to get their work to a greater number of people and that this data could be stored somewhere to be able to resort to them when they needed it.

AJEJD	Referring to knowledge/skills to acquire for improving digital skills and digital practices, educators point to: 1) an easy form of networking with other schools; 2) storage capacity and sharing with parents; 3) explore simplicity and reduce bureaucratic weight; 4) to be able to digitize the teaching methodological book "Cartilha Maternal".
PRICHINDEL	Educators have the need for the existence of more continuous training programs for teaching staff to capitalize on digital skills and an initial training of teaching staff that involves more digital education. Since younger staff members are likely to have grown up with lots of digital technology, this approach of digital documentation is comfortable for them. They expect a personal development opportunity.

4.3.6 Media Education activities for 3-6 years old children

CEPISS	There have been experiences of "media education" in the 0-3 range as well, but they have a more extemporaneous character, linked to the design of the individual service. In preschools, media education is an integral part of the PTOF (Three-Year Plan of Educational Offerings) and consequently is offered every year, thanks to the contribution of external personnel. Some media-education activities are also addressed to children 3-6 years old. Two pedagogical goals for the future are to also involve adults in activities dedicated to them, and to structure media-education activities for children and parents/family members to experience in a shared way.
PINOLIVO	It should be noted that the center intends to promote a proposal that allows families a responsible use of social networks, facilitating strategies that enable access to content dated to the age of minors. Currently, various initiatives are carried out promoted through the school for parents, where the dangers of networks have been mainly addressed. Despite this, they consider it insufficient, and even less so after the pandemic that seems to have negatively influenced this aspect, that is why they want to launch a manual, "Digital Childhood Protocol". According to this group of teachers, in these times, it is more important to "stop" the use than to "approach" technologies.
AJEJD	No media education activities are developed.
PRICHINDEL	Young children experience learning across a variety of physical contexts — at home and in kindergarten, but also at the grocery store and the neighborhood park. And digital media apps, videos, games, and songs—are engaging and entertaining, providing another context that can be leveraged for learning. Research has highlighted many of the ways adults can use digital media to enhance children's learning. Digital media are a particularly good resource for remote learning, as screen sharing during video conferencing and two-player apps provide fun educational interactions. In Romania, especially in towns, in kindergarten with budget, in every classroom there are: computer or laptop, TV, internet. Teachers can improve the learning with computer or laptop, TV.

5. DATA COLLECTED TRHOUGH THE ONLINE QUESTIONNAIRE

Throughout this paragraph we will summarize the data emerging from the online questionnaires to complete/enrich the information collected during the focus group. We will highlight if the trend of the information collected in the focus groups is confirmed by the answers given by the educators to the online questionnaire or if there are some differences.

The online questionnaire's questions are articulated in 3 sections (A- Organization of the daily routine; B Definition of play / didactic spaces; C- Organization and management methods of the pedagogical documentation task (methods, tools, etc.), possible apply of digital documentation practices) focusing the key issues and elements already submitted to educators and pedagogical coordinators within the focus groups.

ITALY (CEPISS)

Section A: Organization of the daily routine

The organization of the days and daily routines is carried out annually, although they are also monitored on a monthly basis so that those areas in which failures are detected can be reinforced.

The daily routines performed by each of the teachers correspond to the routine described in Section *4.1. Organization of the daily routine*, with small variations appropriate to each group of children.

Section B: Definition of play / didactic spaces

According to most of the teachers interviewed, daily routines are *very* or *very much* influenced by the characteristics of the available spaces in order to carry out activities. They qualify as *very important* the space available to carry out the different activities to be performed during the school day. They affirm that they have external spaces (outdoor spaces) that can be used to carry out some educational activities there, and the great majority (75.9%) consider them indispensable for the development of the school day.

Section C: Organization and management methods of the pedagogical documentation task (methods, tools, etc.), possible apply of digital documentation practices

79.3% of the interviewees state that they use the pedagogical documentation as a mix of paper and digital format. The rest mainly use the digital format. On a scale of 1 to 5, being 1 the minimum value and 5 the maximum, most of them rate the effectiveness and efficiency of the use of this pedagogical documentation throughout the school year with a 4.

Teachers respond that thanks to the pedagogical documentation it is possible to improve the transparency of the educational action so that families can know more details about it.

In terms of access to pedagogical documentation, half of those interviewed say that they are able to access it also remotely, which facilitates the possibility of obtaining the necessary information when they need it.

Teachers who use new technologies to develop media didactic activities in their classes do so in order to introduce children to the use of new technologies through playful activities that children can experience. The elements they use for this purpose are digital screens or tablets, among others.

SPAIN (PINOLIVO)

Section A: Organization of the daily routine

In the same way that Pinolivo school has described its daily routine in the previous sections, through the answers of the online questionnaire they mention that the organization of the daily activities are planned on a monthly, quarterly or yearly basis. In addition, the educational team meets weekly to follow up on the evolution in the classrooms.

They describe the daily routine through the following table:

TIMES	THE DAILY ROUTINE
First	Welcome. Respectful reception with children
Second	Initial Assembly
Third	Work project activities (Project Based Learning)
Fourth	Breakfast
Fifth	Rest time
Sixth	Hygiene and relaxation routines
Seventh	Work in corners
Eighth	Collection and toilet
Ninth	Farewell Assembly

Section B: Definition of play / didactic spaces

The opinion of almost half of the respondents is that the design of the daily routine affects a lot by the type and characteristics of the spaces that are available in the school. They are more forceful in valuing as *much* (16%) or *a lot* (84%) the importance of the correlation between the available spaces and the educational experiences of the children.

Almost 100% of the interviewees stated that outdoor spaces are regularly used to carry out daily educational activities, and most of them affirm that these spaces are indispensable to carry out the school day.

Section C: Organization and management methods of the pedagogical documentation task (methods, tools, etc.), possible apply of digital documentation practices

Their pedagogical documentation is either in paper or digital format, or both combined. Most of the interviewees rate the development of educational and coordination activities with the highest score.

This pedagogical documentation is mainly used to preserve: 1) privacy / Security Policy; 2) educational activities and related supports; 3) photos or videos; 4) works made by children; 5) school-families communications; 6) work reports; 7) evaluations. Some images ported by the educators:

Image 1.
Pedagogical documentation attached by Pinolivo school.
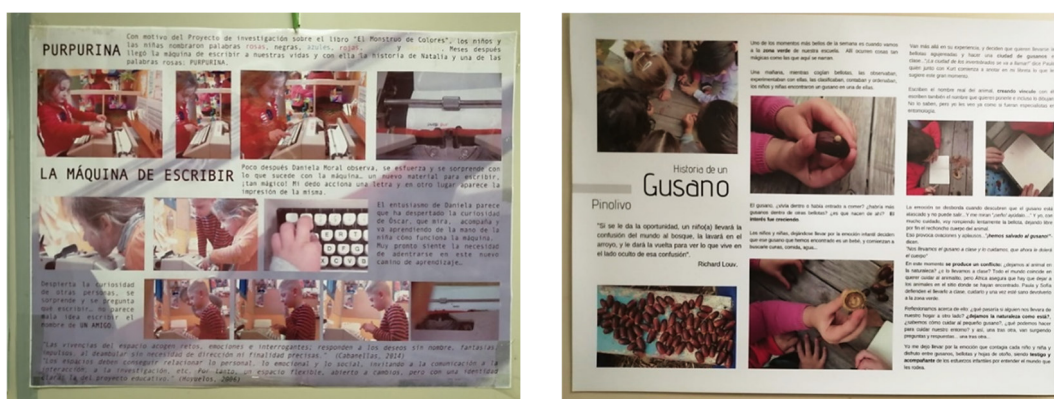
On the other hand, they consider that, in order for a pedagogical documentation to be effective and to contribute to improve the education of the children, the most important aspects are: 1) transparency of educational action; 2) quick and easy access to information and work instructions; 3) quality of the educational work; 4) systematization of educational practices; 5) external communication (families and third parties); 6) trust of families in the educational institution and its action.

Regarding teachers' use of pedagogical documentation, they would like to improve their digital skills in order to be able to use them more easily and usefully in their daily work. In this way, teachers are motivated to improve with new technologies. This is done through materials such as digital whiteboard, robotics or video calls with families, among others.

PORTUGAL (AJEJD)

Section C: Organization and management methods of the pedagogical documentation task (methods, tools, etc.), possible apply of digital documentation practices
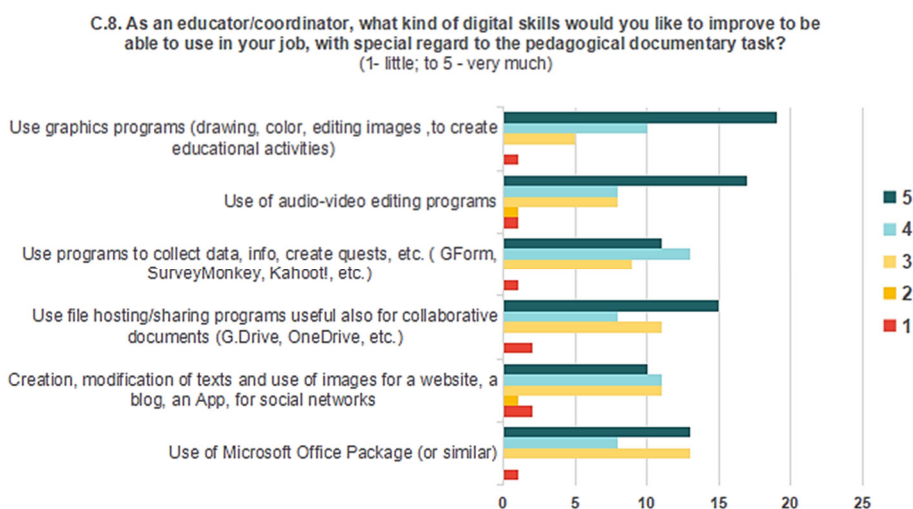
The interviewees consider themselves very efficient when using pedagogical documentation. This is mainly used for educational programs, evaluations and educational activities.

Regarding digital support, they state that they need (and they would like) to improve their skills to use digital media, for example the office packages, digital programs to create didactic activities, or ways to use video and audio editors.

To show this data, we extract the following graph from the responses of the AJEJD school:

Graphic 1.
Digital skills educators would like to improve, graphic attached by AJEJD school.

Most of the interviewees consider that they do not have media education activities at school. However, the rest (26%) who responded that they do, suggest that they are concerned about this issue and about the education of their children, trying to improve this aspect on their own.

If educators develop media education activities they refer: 1) in the use and annual training for the use of a school-family communication platform; 2) training to acquire new technological skills that facilitate and add value to work; 3) filter the best sites for cartoons or search; 4) for having good information; 5) communication with families; 6) promote the school as well as the dynamics of the school; 7) helping children in handling new technologies and alerting them to the benefits and harms of using new technologies.

ROMANIA (PRICHINDEL)

Section A: Organization of the daily routine

Through the online questionnaires, the interviewees reaffirm that the meetings of the teaching team are held weekly to check the progress of the children.

They also reaffirm the daily routines carried out in the classrooms, previously exposed in *Section 4.1. Organization of the daily routine.*

Section B: Definition of play / didactic spaces

As answered by teachers, the type and characteristics of space have an important impact on children's daily routines design. The rest consider that the didactic spaces do not affect the implementation of the routines. However, most believe that the educational experiences of children are directly influenced by the spaces available to them, and that is why it is so important for teachers to plan the school day with these spaces in mind.

Image 2.
Images of different didactic spaces attached by Prichindel school.
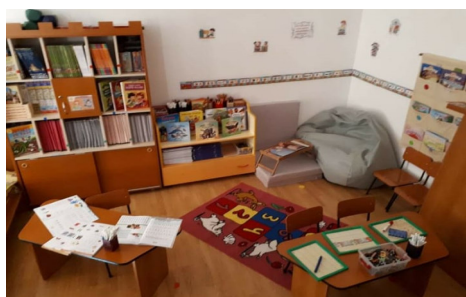
The Library Center   *The Construction Corner*   *The Science Center*

As for outdoor spaces, with the exception of one person who considers them to be just another space, the majority consider them to be added value to indoor spaces and the rest consider them to be indispensable.

Section C: Organization and management methods of the pedagogical documentation task (methods, tools, etc.), possible apply of digital documentation practices

Most of the interviewees consider that they use a combination of paper and digital format for educational documentation, and the rest mostly use paper format.

To the question of what value is given to the efficiency of the way of creating pedagogical documentation, the answers were much more varied, as they shown in the following graph:

Graphic 2.
Efficiency (being 1 the lowest score and 5 the highest) of creating pedagogical documentation, graphic attached by Prichindel school.
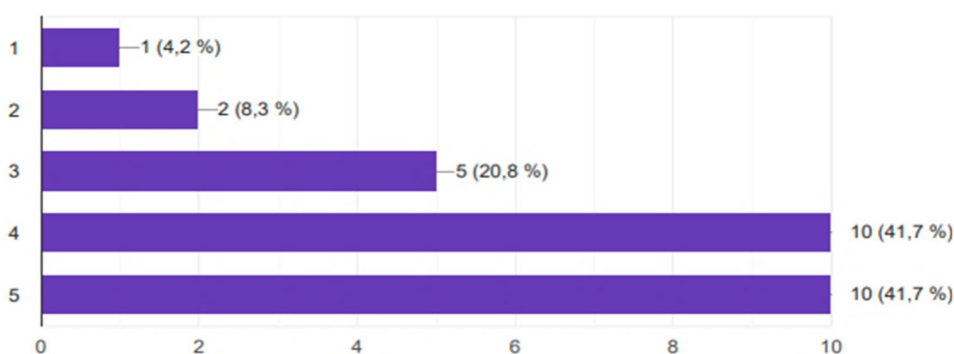
Referring to the use given to pedagogical documentation, interviewees responded that it is used in the following order: 1) to store laws and regulations; 2) to store privacy policies; 3) to store work instructions; 4) for educational programs; 5) others.

As we have read in previous sections, some teachers do not use or do not care about new technologies when implementing educational activities in the classroom throughout the school day. Those who put media education into practice say that they do so for educational purposes, taking advantage of the benefits that new technologies bring to children's learning. They state that the pandemic has helped to strengthen these ideas and to continue improving in the field of new technologies in the classroom.

6. THE FAMILIES' ATTITUDE TOWARDS 0-6 SERVICES

Throughout this paragraph we will summarize the info collected within the interviews with key parents, with special regard to those concerning such issues as: features, considerations and expectations related to the relation between school and family and to their mutual communication; level (and quality) of parents' involvement in their children everyday life at the kindergarten/preschool and in their educational activities; level of knowledge of the pedagogical documentation and of its purposes and use; suggestions and expectations linked to the possible access to the pedagogical documentation.

SECTION A. RELATIONS BETWEEN SCHOOL AND FAMILY

Family-school relationships are all those relationships or communications that both maintain to contribute to the best possible development of children's learning (meetings, shared information, etc.). To carry out these relationships on a daily basis, is very important to stay coordinated in order to achieve the best children' education.

The four schools and the families interviewed agree that the communication and the relationship between them is excellent, with a close and familiar atmosphere in which they feel confident. Even in more complicated situations such as when there are conflicts between two children, the families feel included and have the confidence to deal with the issues in the best possible way. They consider family-school relationships both formal and informal so that a climate of trust is generated with which to work and hold more profitable meetings where both can express and communicate what they need.

Families feel included in the educational activities that take place at the school thanks to the information that is shared through images or videos, for example, related to the activities of the school day. In addition, families feel comfortable going to school when they need to have meetings with teachers or to participate in some activities. This also makes the children feel happy at school, because it generates a very familiar atmosphere in which they can feel comfortable. In addition, thanks to this good communication and the

intention of the schools to communicate continuously with the families, parents feel that their children are protected and cared for.

They point out as strengths the daily communication between schools and families, the trust that exists between the both of them, and the trust that families feel towards the teaching methods used by educators.

Families would like a way to receive more information about the daily routines carried out in the classroom through digital media, and ways to include families more in some of the activities carried out in the schools. However, they are satisfied with the good communication they are maintaining so far. On the other hand, the interviewees from CEPISS also suggest increasing the importance of physical communication in order to take into account families who do not have the necessary digital media to keep in touch with the school that way.

SECTION B. FAMILY AND PEDAGOGICAL DOCUMENTATION

Although some of the interviewees had not previously heard about the concept of pedagogical documentation, after explaining it to them, they knew exactly what they were talking about. Some of the parents state that thanks to the digitalized pedagogical documentation they are able to follow the teaching process that educators carry out and, moreover, they are able to continue it at home. Thanks to this, families feel a lot of confidence in the schools and are happy to take their children to these schools.

On the other hand, as mentioned in *Section A*, some of the families would like to be able to access more information related to the development of their children in the school, the activities carried out, either through more meetings with the teachers or through other ways. Even so, they are satisfied with the information received.

7. THE EDUCATORS' DIGITAL NEEDS

We consider this section very important because in order to achieve a quality digitalized documentation it is necessary that teachers have certain skills when using digital resources and tools. Therefore, through this section we detect the deficiencies and strengths of educators in these schools in relation to their digital skills.

CEPISS

The interviewees from CEPISS school are 29 in total.

- 75.9% educators in the 0-3 years range.
- 24.1% teachers in the 3-6 years range.

Regarding pedagogical documentation, 100% confirm that they use it, either in paper or digital format or a mix of both. In addition, pedagogical digitization and digital activities are increasingly used.

Although most of the interviewees tend to publish information, documents or photos on social networks, not as many have sufficient digital skills to use them in the classroom. However, they do know how to use services such as Drive/Dropbox or other tools to share information digitally. This is due to the stage at which they had to learn to use them because of Covid.

Thanks to all this, they consider that strengthening their digital skills is the main objective they need to work on in order to develop more productive digital activities in the classroom.

PINOLIVO

The interviewees from Pinolivo school are 25 in total.

- 23 teachers of the 3-6 range.
- 1 educator and coordinator of 0-3 cycle.
- 1 teacher and coordinator of 3-6 cycle.

80% of the interviewees have experience posting information, documents or photos on social networks. In addition, most consider that they have *sufficient* or *good* skills to carry this out. Regarding the different applications used to share this type of information on social networks, the programs Google Drive, Dropbox and Web Applications are the ones that receive the highest rating in relation to their technical knowledge for their use. Teachers have greater technical knowledge to use Google Meet, Zoom and Skype as programs for remote participation / management of pedagogical coordination activities or communication with the outside. In addition, they are greater in the use of e-mail and audio-video editor programs.

If they value their knowledge to select possible digital resources (e.g., programs, educational applications, games, etc.) that can be used for educational activities, 48% are rated as *good*, followed by 28% who consider them *sufficient* although 12% say they are *scarce*.

Graphic 3.
Knowledge selecting digital resources that can be used for educational activities (being 1 the lowest value and 5 the highest), graphic attached by Pinolivo school.
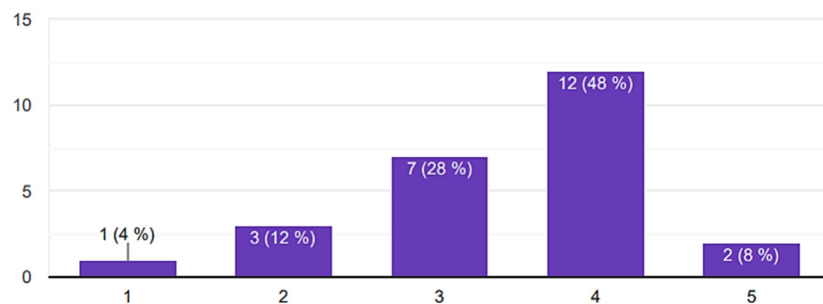
Most teachers (92%) have ever used digital tools in the educational activities to carry out daily with children. These tools have been, in order of use: 1) interactive recognition games; 2) interactive games with the alphabet letters; 3) animated readings; 4) use of touch technologies for the initial development of arithmetic, drawing and/or pre-writing skills.

AJEJD

The interviewees from AJEJD school are 29 in total.

- 28 educators.
- 1 teacher coordinator.

Two thirds of the educators had experienced posting data, documents and images on social media, blogs or the school website, and 13 of the 29 answers scored with *much* or *very much* the technical knowledge needed for performing these operations.

They rate as sufficient the technical knowledge about all the presented tools. They know best Google Drive and worse the pCloud. Educators rate Zoom as a well-known tool for external communication. They also know MS Teams and Skype for communicate.

Educators rate their knowledge best in interactive games for recognizing shapes and colors and animated readings. The lower rate average is scored on touch technologies for educational development.

Graphic 4.
Knowledge to carry out media activities by educators, graphic attached by AJEJD school.

14. How do you rate your technical knowledge necessary to carry out these activities?

N=29

Legend: V.Good, Good, Suffic, Scarce, Insuf

N=29
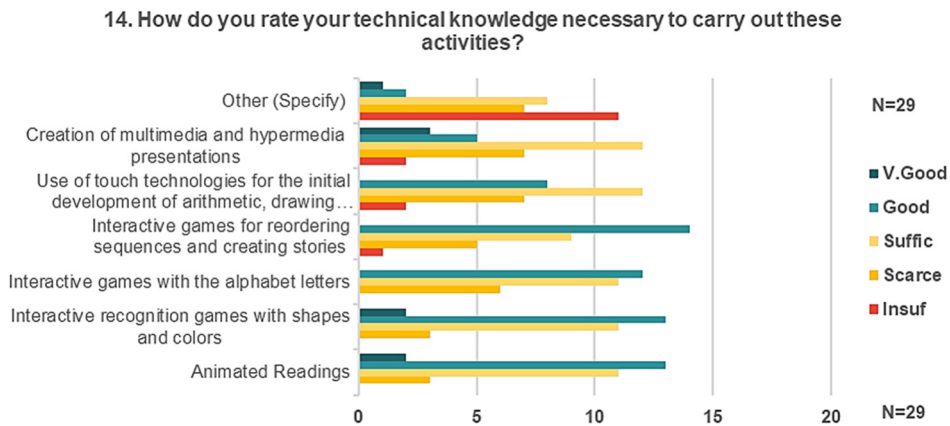
PRICHINDEL

The interviewees from Prichindel school are 24 in total.

All of them work with children between 3-6 years old.

Concerning the teachers' experience in sharing information, documentation or photos in social networks, 95% answered that they have experience and 5% do not have, and the technical knowledge to perform these operations is mostly *sufficient*, *good* or *very good*. They mostly use Google Drive followed by Microsoft One Drive, Web Apps and pCloud.

Teachers give different answers to the question about the technical knowledge they have when using programs for didactic activities. They mainly feel qualified to use the MS Office program, although they also use Gmail. Nevertheless, regarding graphic programs, audio-video editing programs and creating concept maps programs, consider themselves sufficiently qualified.

Almost half of the interviewees affirm that the use of new technologies in the classroom helps them to improve their use of them, carrying out different didactic activities through these technologies, without abandoning non-digital activities. They also use different digital tools to collect all the information related to the evolution of children during the school year. In addition, they would like to improve their digital skills to help them integrate their digital resources and materials into the daily life of their classroom, offering their children different ways and possibilities of learning.

ECEC

Legislative Appendix

(ITALY, SPAIN, PORTUGAL, ROMANIA)

LEGISLATIVE APPENDIX

In this section are presented the most significant contributions coming from each partner country concerning the legislative landmarks related to the ECEC system and focusing the main formal aspects related to legislation, privacy management and access and recruitment of the educational professionals working in this specific area.

1. Main national/regional legislative landmarks ruling the educational system both of 0-3 and 3-6 in each involved country

ITALY

Pre-school and 0-3 nurseries are state or municipal (nurseries are usually municipal and also private). Preschools 3-6 can also be private or paritarian (private accredited MIUR).

The Cepiss 0-6 crèches follow municipal or regional regulations: the region transposes and implements the national regulations.

Below is an overview of the laws, regulations and recommendations to be followed in Italy and in our case in the services of the municipality of Florence.

ITALY

National Guidelines for Childhood Education Services' referred to in Article 5(1)(f) of Legislative Decree No 65 of 13 April 2017

https://www.istruzione.it/sistema-integrato-06/allegati/Documento%20base%20Orientamenti%20nazionali%20per%20i%20servizi%20educativi%20per%20l childhood.pdf

This is the legislative regulation created to define pre-school 3-6. In this document, the educational concept of a school transitioning to 0-6 years as a single cycle is explicitly mentioned for the first time.

TUSCANY REGION

The region implements Italian national laws. Below are the main references.

Regional Law no. 32 of 26 July 2002

Consolidated text of the regulations of the Region of Tuscany on education, guidance, vocational training and employment. (53)

Official Bulletin no. 23, part one, of 5 August 2002

Regulates the services for 0-3. Establishes the standards and rules for 0-3.

http://raccoltanormativa.consiglio.regione.toscana.it/articolo?urndoc=urn:nir:regione.toscana:legge:2002-07-26;32

Then we have the implementing regulation, a legislative and pedagogical reference point to be implemented in each service:

- *Regulation 20 June 2014, no. 33/R*

Amendments to the regulation issued by Decree of the President of the Regional Council 30 July 2013, no. 41/R (Regulation implementing article 4 bis of Regional Law 26 July 2002, no. 32 "Testo unico della normativa della Regione Toscana in materia di educazione, istruzione, orientamento, formazione professionale e lavoro" regarding educational services for early childhood) regarding qualifications, organizational and structural requirements of educational services and simplification.

Official Bulletin No 28, part 1, 25 June 2014

Regulation No 33/R of 20 June 2014

http://raccoltanormativa.consiglio.regione.toscana.it/articolo?urndoc=urn:nir:regione.toscana:regolamento.giunta:2014-06-20;33/R

In particular it redefines some aspects of the law e.g. pedagogical coordination.

- **Guidelines regulation 0-3**

Tuscany has taken a new step forward in the qualification of its services aimed at children aged between 3 months and 3 years, with the approval of the new Regional Regulation on the subject of early childhood educational services (Decree of the President of the Regional Council no. 41/R of 30 July 2013) implementing the provisions of Article 4 bis of Regional Law no. 32 of 26 July 2002.

https://www.regione.toscana.it/documents/10180/24100/Linee+Guida+Regolamento+41+r+2013.pdf/fbc578b8-7274-4d22-a721-0cf866e9c0c6

MUNICIPALITY OF FLORENCE

Regulations and legislative and pedagogical standards for services 0-3 and 3-6.

- **Guidelines for 0-3**

These define the pedagogical principles that guide the educational action of the services.

Their application is monitored by the pedagogical coordination both through meetings with working groups and through specific instruments between coordinators and municipalities.

https://educazione.comune.fi.it/system/files/2018-12/linee_guida_0_0.pdf

- **Guidelines for 3-6**

State schools and recognized parish schools are part of the national education system, starting with childhood. Both, therefore, fulfil the role of a public service.

The Municipality of Florence contributes to realizing the right to childhood education through a service of municipal parish pre-schools with municipal and contractor staff and its own facilities. There are currently 98 municipal sections, distributed in 27 buildings in the city's five districts, accommodating approximately 2,300 children, aged between 3 and 6 years.

Our pre-schools focus on the child and his or her rights as a person and as a citizen, and constantly seek out and value pedagogical innovation, dialogue, discussion and collaboration with families, with other institutions involved and with the territory in general, without any discrimination based on gender, religion, nationality or ethnicity.

As of the 2015/2016 school year, in addition to municipal staff, educational activities and the expansion of the educational offer are carried out by the staff of the Metropoli Consortium. The Consortium makes use of the ARCA Cooperative, CEPISS, CAT and Coop 21.

Since the 2016/2017 school year, the Co&So Consortium has been joined by the cooperative L'Abbaino.

The Guidelines issued by the municipal administration guide all the activities carried out in our schools. https://educazione.comune.fi.it/system/files/2022-09/Linee_indirizzo_2023_versione_ONLINE.pdf
Last update is sep 2022.

- **Green Guidelines for 0-6**

https://educazione.comune.fi.it/system/files/2022-05/Linee_guida_verdi_aprile_web_compressed%20%281%29_0.pdf

They standardize outdoor education, which is recommended as a green and innovative practice for the educational space.

SPAIN

Early Childhood Education in Spain has evolved significantly since nineties. In this process, we have gone from a fundamentally assistance approach to an educational one, increasing the requirements of the facilities, improving the training of professionals who care for children, implementing new objectives of the stage and redefining the methodological tools. In this sense, *Organic Law 1/1990, of October 3, on the General Regulation of the Educational System* lays the foundations of the current model of Early Childhood Education.

Organic Law 1/1990, of October 3, 1990, on the General Regulation of the Educational System (LOGSE, 1990).
The adoption of this law represents an important step forward with the inclusion of the entire Early Childhood Education (0-6) in the education system, giving it an educational and non-welfare character.

Early childhood education institutions shall cooperate closely with parents or guardians to consider their primary responsibility at that stage of education.

The objectives aim to contribute to the physical, intellectual, affective, and social development of children, developing their capacities to: 1) know your own body and its possibilities of action; 2) relate to others through different forms of expression and communication; 3) observe and explore their family and social environment; 4) communication, language and social coexistence.

The contents expressed in concepts, procedures and attitudes are not structured in areas themselves and three dimensions will be developed:

o Identity and personal autonomy
o Physical and social environment
o Communication and representation

The methodology is focused on experience and play, in an atmosphere of affection and trust. The evaluation will be global, continuous and formative.

Organic Law 10/2002, of December 23, 2002, on the Quality of Education (LOCE, 2002).

- *Stage 0-3:* Preschool Education. Outside the general teaching system. Voluntary. It gives it a markedly welfare purpose. It falls under the competence of the Autonomous Communities.

- *Stage 3-6:* Early Childhood Education. It is voluntary and free (the School Administration must guarantee the existence of the necessary school places), it will be constituted by 1 cycle of 3 academic years. Its purpose is educational. It will be taught by teachers with the corresponding specialty. The education authorities will promote the incorporation of a foreign language in the learning of Early Childhood Education, especially in the last year. They will also promote early initiation experiences in information and communication technologies.

Organic Law 2/2006, of May 3, 2006, on Education (LOE, 2006).

This law establishes in its preamble that its main objective is "to adapt the legal regulation of non-university education to the current reality in Spain (infant, primary, compulsory secondary, baccalaureate, vocational training, languages, artistic, sports, adults) under the principles of quality of education for all children, equity that guarantees equal opportunities, the transmission and effectiveness of values that favor freedom, responsibility, tolerance, equality, respect and justice, etc.".

Organic Law, 8/2013, of December 9, 2013, for the Improvement of the Quality of Education (LOMCE, 2013).

LOMCE does not establish changes in terms of the structure and educational principles of the Early Childhood Education stage. The main novelties they introduce are:

1. The obligation to offer sufficient public places disappears.

2. It makes the possibility for the schools to educate them by sex.

3. The headmaster may decide on the admission of pupils to an establishment.

4. Increased ratio by 10%.
5. As for concerts, not enough public places are guaranteed, especially in newly populated areas.
6. The facts established by the teaching staff will have probative value and presumption of veracity.

Early Childhood Education today: Organic Law 3/2020, of December 29, amending Organic Law 2/2006, of May 3 on Education (LOMLOE, 2020).

The goal of this reform is to adapt the education system to the challenges of the twenty-first century in accordance with the objectives set by the European Union and UNESCO for the 2020/2030 decade. But beyond these general points, as teachers, it is convenient to pay special attention to the following novelties included in the LOMLOE for this stage.

The *educational contents* of Early Childhood Education are organized in areas corresponding to areas of experience and child development and will be addressed through globalized learning proposals that have interest and meaning for children.

The areas of Early Childhood Education are the following:
a) Growth in harmony.
b) Discovery and Exploration of the Environment.
c) Communication and Representation of Reality.

PORTUGAL

DAY CARE CENTERS

Ordinance No. 262/2011, of August 31. Establishes the regulatory standards of the conditions for installation and operation of day care centers. It determines, in Article 9 (1), that "technical direction is ensured, preferably, by a childhood educator, and may be assumed by other professionals with degrees in Social and Human Sciences or in other areas of Educational Sciences".

https://data.dre.pt/eli/port/262/2011/08/31/p/dre/pt/html

Ordinance No. 411/2012, of December 14. First amendment to Ordinance No. 262/2011

Ordinance No. 198/2022, of July 27. Rules the specific conditions for implementing the measure of the gratuity of family day care centers, integrated into the cooperation system. https://dre.pt/dre/detalhe/portaria/198-2022-186721643

It is mandatory for the day care management institution to implement rules of procedure for each social equipment that administrates.

Other Day Care legislation:
- *Decree-Law No. 94/2017, of August 9,* amends the terms and conditions for being a professional and exercise as nanny /home babysitter.

- *Ordinance No. 232/2015, of August 21,* defines the terms to which the exercise of the nanny /home babysitter framework is shall be followed by the institution.
- *Ordinance No. 226/2015, of August 21*, regulates the mandatory insurance of personal accidents of children's nanny.
- *Decree-Law No. 115/2015, of June 22,* establishes the terms and conditions for access to the nanny /home babysitter profession and the exercise of the activity, as well as the sanctioning regime applicable to that activity.

KINDERGARTENS

The kindergartens operationality in Portugal is the responsibility of the Ministry of Education and/or the Ministry of Labour and Social Solidarity, if kindergarten has a cooperation contract, to support the frequency of children.

The institutions operating with kindergartens have public nature (school groups) or private nature (colleges, IPSS, institutes...).

Law No. 46/86 of 14 October, is The Basic Law of the Portuguese Educational System. Last reviewed by Law No. 65/2015 of 3 July.

Law No. 5/97 of 10 February, Framework on Pre-School Education and follows the principles defined in the Basic Law of the Educational System, defining the legal order of pre-school education.

ROMANIA

[Law of Education no 1/2011](#) with its subsequent amendments and additions (only in Romanian language);
The law on quality of Education - [Government Emergency Ordinance no. 75/2005](#) on the quality of education, approved by Law no. 87/2006, with subsequent amendments and completions.

EARLY CHILDHOOD EDUCATION AND CARE:
- *Law 263/2007 on the establishment and the organization of crèches*, with its subsequent amendments and additions.
- *Government Decision no. 1252/2012* on the approval of the Methodology for the organization and functioning of crèches and other ante-preschool education and care establishments.

STANDARDS AND PROCEDURES FOR EXTERNAL EVALUATION OF PRE-UNIVERSITY EDUCATION
- [Government Decision no. 21/2007](#) on the approval of the Standards for the provisional authorization of pre-university education units, as well as of the Standards for accreditation and periodic evaluation of pre-university education units.

- *Government Decision no. 1534/2008* on the approval of reference standards and performance indicators for evaluation and quality assurance in pre-university education.
- *Government Decision no. 22 / 25.01.2007* for the approval of the Methodology of institutional evaluation for provisional authorization, accreditation and periodic evaluation of the organizations providing education. Starting with the academic year 2021-2022, new standards and methodologies will be applied, already approved by the Romanian Government and currently expecting to be published in the Official Journal of Romania.

EVALUATION OF THE TEACHING STAFF

Ministerial Order No. 6143/2011 regarding the approval of the Methodology for annual evaluation of the activity of the teaching and auxiliary teaching staff, with the subsequent modifications and completions.

CURRICULUM FOR EARLY EDUCATION -2019-

Annex to the order of the *Minister of National Education no. 4.694/2.08.2019.* In Romania, both the educational policies and the curriculum developed and applied during the last decade expresses a pacing of changes and adjustments, a fact that led to an evolution in the field and, implicitly, to the connection of Romania's educational policies with policies at the European level. As an argument for the curriculum is the need for a systemic approach to early education, which includes both pre-school education and preschool education, correcting their fragmented approach from practice so far.

2. The Privacy management: regulatory references and practical application in the educational system of 0-3 or 3-6

ITALY

The *privacy regulation GDPR 679/2018* and the corporate privacy document are followed, with specific training provided by art.2 of L.D. No. 39/2014 - fight against the abuse and exploitation of minors and child pornography.

Operators are required to: Visibly wear their identification badge; Carry out their tasks with diligence and professionalism; Assume collaborative behavior and ensure courtesy and kindness/reliability and punctuality; Take care of their clothing appearance; Respect professional secrecy and confidentiality on information concerning children, family members and other stakeholders, in compliance with EU Regulation 679/2016 and according to the PRIVACY COMPANY DOCUMENT. Staff are also expected to share the approach, philosophy and educational style with which the service is designed.

In 2016, the European Parliament and the Council of the European Union approved the *General Data Protection Regulation 2016/679, of April 27, 2016*. This rule has been in force in Spain since May 25, 2016. Although it was not applied globally until May 25, 2018.

The main foundation and spirit of the standard focuses on the need to regulate the impact of technology, the progressive processing of data in computerized support or the growth in data storage capacities. Previously, *Directive 95/46/EC of the European Parliament* and of the *Council of 24 October 1995* on the protection of individuals with regard to the processing of personal data and on the free movement of such data, already regulated some of the new use cases that arose due to the impact of technology in the 90s, The new regulation has come to respond to the incessant advance of new technologies in recent decades, they have had to regulate in more detail (by virtue of their competences) aspects that derive from this technological evolution, such as privacy and data protection.

In Spain, *Organic Law 3/2018, of December 5*, *on the Protection of Personal Data and Guarantee of Digital Rights*, includes the General Data Protection Regulation in accordance with the guidelines of *Directive 95/46/EC of the European Parliament* and of the *Council, of October 24, 1995*, on the protection of natural persons about regarding to the processing of personal data and on the free movement of such data.

It is interesting to note that in the Education sector, the Spanish Data Protection Agency has published a Guide that includes the basic concepts and principles on data protection that aims to facilitate the concrete application to situations that arise in practice bearing in mind the perspective of the new General Data Protection Regulation:

(https://www.tudecideseninternet.es/aepd/images/guias/GuiaCentros/GuiaCentrosEducativos.pdf).

PORTUGAL

Since May 2018, the institution follows the *European Parliament recommendation (UE) 2016/679, that implements the DPGR* (General Data Protection Regulation). The DPGR execution is assured by *Portuguese Law 58/2019.*

Internally, for open school events (party days, season commemorations, etc...), the institution inform every family and community, request each parent or tutor permission to advertise or publish in media (social networks, press, broadcast) these events, ask formal registered authorization for participation, as well as the consent to take photos or record videos. Some of these more regular permissions are questioned for answering each scholar year when children registration is fulfilled.

For school visitors, taking photos or videos with children are not allowed.

All these data protection formalities are expressed by Portuguese laws or in internal regulations.

The Ministry of Education, in its capacity as a personal data operator, is constantly concerned with ensuring a high level of protection of individuals with regard to the processing of personal data carried out according to the provisions of *Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016*.

Our preschool institution has a legal basis for processing personal data (for example, to take and store photos) and provides clear and concise information about what it does with this personal data, how long it will keep it, etc. They may withdraw consent at any time, provided, however, that withdrawal of consent does not affect the prior use of any photographs taken of that child.

Our institution requests this consent at the beginning of each school year. Parents are obliged to provide a series of mandatory data (information about the identity of the person as well as the parents or legal representatives, the acceptance of video monitoring to increase security in the educational system).

3. Main features of access/recruitment of educators and teachers for 0-3 and 3-6 as defined by the Law in each involved country (both for private and public schools)

ITALY

In the 0-3 services as per regional regulations and the IORI law Disciplina delle professioni di educatore requires a degree in Professional socio-pedagogical educator, professional socio-pedagogical educator and pedagogist https://www.money.it/IMG/pdf/legge_iori_testo.pdf Degree: Professional socio-pedagogical educator - L19 curriculum E 34 0-3 Three-year degree.
To teach in schools 3-6 a five-year Bachelor's degree in Primary Education is required.
The coordinator must have a postgraduate Master's degree in pedagogical coordination for crèches and childcare services.
Or Master's degree in School Management and Clinical Pedagogy.
Or Degree in Pedagogy (old system).

Cepiss implements:
Compliance with rules, guidelines, regulations and recommendations that may vary in each individual service according to type and the municipality hosting it.
Cepiss has:
- 2 coordinators.
- 8 teachers 3-6.
- 38 educators 0-3.
- Cooks and operators.

Organic Law 2/2006, of 3 May, on Education (LOE) establishes in chapter II in its article 92 relating to the professional qualification of teachers of *Educación Infantil* that:

- Direct educational care for children in the first cycle of early childhood education will be provided by professionals who hold the title of Teacher with specialization in early childhood education or the equivalent degree and, where appropriate, other personnel with the proper qualifications for the care of children of this age.

- The second cycle of early childhood education will be taught by teachers with the title of Teacher and the specialty in early childhood education or the equivalent degree title and may be supported, in their teaching work, by teachers of other specialties when the teachings taught require it.

In relation to the type of centers and the access of teaching staff to them:

A. Educational centers of first cycle of Early Childhood Education (0 - 3 years)

Lower education establishments are classified as public and private.

- Public educational centers of first cycle of early childhood education are those whose owner is a Public Administration. It is accessed through competition-opposition.
- Private educational centers of first cycle of early childhood education are those whose owner is a natural or legal person of a private nature. It is accessed by hiring by the person in charge of the private center.

B. Educational centers of the second cycle of Early Childhood Education (3-6 years)

Upper secondary educational establishments are classified as public and private.

- Public educational centers of the second cycle of early childhood education are those whose owner is a Public Administration. It is accessed through competition-opposition.
- Private educational establishments of second cycle of early childhood education are those whose owner is a natural or legal person of a private nature. It is accessed by hiring by the person in charge of the private center.

  Both in the first cycle and in the second, there are private schools that are arranged being supported with public funds.

Professional qualification: Childhood Educator course; Bachelor's degree in Childhood Education; Degree in Preschool Education; Master's degree in pre-school education; Master's degree in pre-school education and 1st Cycle Teaching (*Decree-Law No. 79/2014*).

For occupying the position of teacher for preschool education it is necessary to graduate with a bachelor's degree in the specialization "Pedagogy of primary and preschool education" or graduating with a diploma from the pedagogical high school with specializations "educator" and "educator/teacher".

Higher education graduates who opt for the teaching profession have the obligation to complete the courses of a didactic master with the duration of 2 years or the psycho-pedagogical training programs of level I, respectively II, accredited according to law.

Occupying a teaching position for the duration of the practical internship of one school year is carried out by competition for vacant/reserved positions/chairs. Teachers who pass the final exam (ro. definitivat) acquire the title of a teacher with the right to practice in pre-university education.

Psycho-pedagogical training programs for teaching positions – educator/ educator-puericultor-(preschool teacher) is approved by the Ministry of National Education and takes place in specialized pedagogical high schools. For graduates of pedagogical high schools and university colleges teachers are considered to have fulfilled the condition of level I psycho-pedagogical training.

Candidates who have acquired the finalization in education, with right to practice, and filled a vacant teaching post, through a national competition (obtaining at least grade 7) became permanent teachers (ro. titulari). The allocation of permanent/stable teachers (ro. profesori titulari) is made by the county school inspectorates in descending order of the grades obtained in the competition.

ECEC Good practices Mapping & Exchange

RESEARCH TOOLS

Appendix 2

1. DESKTOP STUDY & DOCUMENTARY COLLECTION

It consists in collecting and highlighting the key legislative landmarks on ECEC in each partner country as well as the main pedagogical and scientific references in this area that are applied by the educators/teachers of the pilot schools/services (CEPISS, AJEJD, PINOLOVO, PRICHINDEL) in their daily work.

AREA 1 – MAIN NATIONAL/REGIONAL LEGISLATIVE LANDMARKS (including only the core legislative landmark)

Info to be provided:

- **Main legislative landmarks** ruling the educational system both of 0-3 and 3-6 in your country (e.g., in Italy the 0-3 is ruled at local level by regional laws, while the preschool – 3-6- is under the national Ministry of Education)

- **Main features of access/recruitment** of educators and teachers for 0-3 and 3-6 as defined by the Law (both for private and public schools)

- How the partner organization (pilot kindergarten/pre-school) is framed by the laws ruling the educational system of 0-3 or 3-6

- **Privacy management**, regulatory references and practical application in the educational system of 0-3 or 3-6 (to find any possible contact points among partners coming from different EU countries)

AREA 2 - MAIN PEDAGOGICAL REFERENCES ON ECEC APPLIED BY PARTNERS AS ORIENTATION IN DAILY WORK

It provides a list/*short annotated bibliography* for each partner country related to the scientific, pedagogical and/or institutional sources, that are used as reference for the daily work with children by the educators/teachers of the pilot schools/services (CEPISS, AJEJD, PINOLOVO, PRICHINDEL).

2. FIELD RESEARCH ON SELECTED SAMPLE GROUPS

Articulated in 3 sub-phases: **2.1 Detection and analysis of ECEC good pedagogical/managerial practices** adopted in partner preschools and early childhood services, including the uncoded ones and the educational experiences that deserve to be highlighted, shared and valued; **2.2 Detection and analysis of families' attitude** towards Services; **2.3 Detection and analysis of educators' digital needs**.

2.1 DETECTION AND ANALYSIS OF ECEC GOOD PEDAGOGICAL/MANAGERIAL PRACTICES ADOPTED IN PARTNER PRESCHOOLS AND EARLY CHILDHOOD SERVICES

Focused educational stages: 0-3 and/or 3-6, depending on the specific features of the partner organizations.

Main contents: It consists in listing, describing and analyzing the daily practices aimed at early childhood adopted by the partners as good pedagogical/management strategies, with particular regard to: A.

Organization of the daily routine; B. Definition of play/didactic spaces; C. Organization and management methods of the pedagogical documentation task (methods, tools, etc.).

The most significant and interesting practices referred to points A and B can be included in the GUIDELINES, as operational ideas for the educational work, and put in the chapter provisionally named "Theoretical intro - 1. Daily routines and teaching / playing spaces: European Good Practices for ECEC "(see the project proposal). The most significant and interesting practices referred to point C can be used as a general frame of the documentary task adopted by the partners and put in the GUIDELINES in the chapter provisionally named "Theoretical intro - 2. The documentary task: from the paper to the digitized documentation " (see the project proposal). Above all, the info related to the documentary task in 0-6 services can be used as a starting point for the organization of the DIGITAL LIBRARY.

Applied methodology: the analysis of good practices and of the possible educators' needs is carried out in two ways:

- **Realization of 1 focus group with educators / teachers / coordinators belonging to the pilot partners** (CEPISS, AJEJD, PINOLIVO, PRICHINDEL);
- **Submission of an online questionnaire to further educators/teachers/internal coordinators** other than those involved in the focus group and belonging to the pilot partner school so as to broaden the sample. Also, the questionnaire can be shared with other local kindergartens and preschool to extend the mapping to other services/ schools outside the partnership.

FOCUS GROUP WITH EDUCATORS, TEACHERS, PEDAGOGICAL COORDINATORS	
Number of Participants	It is recommended to involve in the Focus Group a number of people **not less than 6/7 and not more than 12/13** (a lower number of participants could affect the group's dynamics, while a higher number of participants often tends to censor possible adverse/weak interventions and risks to not allow them to express themselves freely).
Tool to be used	The Focus Group will be carried out by **1 or 2 facilitators** with the support of a **tailored grid with open questions** aimed to detect: a) ways of organizing the daily routine; b) space management; c) methods of managing pedagogical documentation, possible use of digitized documentation practices. **ANNEX 1:** Grid for Focus Group

ONLINE QUESTIONNAIRE FOR EDUCATORS, TEACHERS, PEDAGOGICAL COORDINATOR	
Number of Respondents	At least 25 per country. *If additional questionnaires can be provided, they are welcomed since they contribute to expand the sample group.*
Tool to be used	**ANNEX 3 Online questionnaire** to be submitted to the target through a specific link to an online form (e.g., Google Form). This way, the questionnaire can be quickly and

	easily filled by the respondents also by mobile phone. The questionnaire is composed by **20 closed questions** and <u>partners will receive the questions track by the 04/08/2022</u> so as to share it with the target at the beginning of the new school year. The questions to set the online form will be provided in English as vehicular, it is recommended to translate the questionnaire in your mother tongue so as to facilitate its filling by the respondents.

2.2 DETECTION AND ANALYSIS OF FAMILIES' ATTITUDE TOWARDS 0-6 SERVICES (KINDERGARTENS PRESCHOOLS) – FAMILY TEST

Focused educational stages: 0-3 and/or 3-6, depending on the specific features of the partner organizations.

Main contents: It consists in highlight features, strengths and lacks in Service/Family relationship, that could be improved by digitized documentation. Involving parents in peculiar research actions to understand what they expect from the Services daily activities' documentation is fundamental for a complete needs' mapping.

Applied methodology: Realization of 4 in-deep interviews with parents. The families to be interviewed will be identified among those whose children attend the partner preschools and services (PINOLIVO, AJEJD, PRICHINDEL, CEPISS).

FAMILY TEST	
Number of interviews	**4 interviews** to parents acting as key witnesses per country
Tool to be used	The interviews will be carried out by **1 facilitator with pedagogical competences** through the support of a **tailored track with open questions** aimed to detect parents' attitude and expectations towards the school/service. **ANNEX 2** Interview track

2.3 DETECTION AND ANALYSIS OF EDUCATORS' DIGITAL NEEDS

Focused Target: educators/teachers working in the educational stages 0-3 and/or 3-6, depending on the specific features of the partner organizations.

Main contents: It consists in detecting the level of the digital skills of the educators/teachers related to the most popular software (such as MS

Office package, audio-video recording and cutting programs, painting and drawing interactive programs, etc.) communication platforms (such as Zoom, Skype, Google Meet, Duo with related multi-functions and online sharing system for working materials), assessment tools (such as Google Form, SurveyMonkey, Kahoot!), etc.

Applied methodology: submission of an online questionnaire to educators/teachers of the partner schools/services (PINOLIVO, AJEJD, PRICHINDEL, CEPISS). The questionnaire can be also shared with other educators/teachers of additional local kindergartens and preschool so as to extend the sample.

ONLINE QUESTIONNAIRE FOR EDUCATORS, TEACHERS, PEDAGOGICAL COORDINATORS ON DIGITAL NEEDS	
Number of Respondents	At least 25 per country. *If additional questionnaires can be provided, they are welcomed since they contribute to expand the sample group.*
Tool to be used	**ANNEX 4 Online questionnaire** to be submitted to the target through a specific link to an online form (e.g., Google Form). This way, the questionnaire can be quickly and easily filled by the respondents also by mobile phone. The questionnaire is composed by **20 closed questions** and <u>partners will receive the questions track by the 04/08/2022</u> so as to share it with the target at the beginning of the new school year. The questions to set the online form will be provided in English as vehicular, it is recommended to translate the questionnaire in your mother tongue so as to facilitate its filling by the respondents.

EDUCATIONAL STAGES OF CHILDREN		
Which is the age range of the children with whom you deal?	0-3 years old	
	3-6 years old	

Name of the Facilitator_____

Number of participants_____

Date & Location _____

SECTION A. ORGANIZATION OF THE DAILY ROUTINE

A.1 Within your school/service, when is the daily routine planned (monthly, annually or with other temporal criteria)? And when do you hold the meetings of the educational team to check its progress?

A.2 What are the main activities constituting the daily routine of your school/service?

A.3 Describe a typical day (the daily routine) at your school/service

SECTION B. DEFINITION OF PLAY / DIDACTIC SPACES

B.1 In designing the daily routine for the class what kind of relevance you and your team give to the different educational experiences made by the children in the school/serives' spaces (e.g., use of the soft area, reading corners, spaces for workshops for manipulation, colors, painting, etc.)?

B.2 For you as educator, how much the type and the availability of the school/service's spaces are relevant for the planning of the educational activities?

B.3 Are there in your school/service outdoor spaces to be used for the educational activities? In your opinion how important are the outdoor spaces for education?

SECTION C. ORGANIZATION AND MANAGEMENT METHODS OF THE PEDAGOGICAL DOCUMENTATION TASK (METHODS, TOOLS, ETC.), POSSIBLE APPLY OF DIGITAL DOCUMENTATION PRACTICES

Management, access, equipments and storage modalities adopted in pilot preschool/Early Childhood service to perform pedagogical documentation

C.1 Inside your school/service how the pedagogical documentation is carried out?

C.2 Inside your school/service how the educators/teachers/coordinators access to the pedagogical documentation?

The pedagogical documentation: main purposes and stored evidences towards children, families and third parties

C.3 Inside your school/service how the pedagogical documentation is used towards the children? What kind of evidences are stored? (*e.g. photos, videos, educational programs, work instructions, ecc.*), With which purposes? (*e.g. internal sharing, transferability, traceability, ecc*)

C.4 Inside your school/service how the pedagogical documentation is used towards the families? What kind of evidences are stored? (*e.g. photos, videos, educational programs, school-family communications, ecc.*), With which purposes? (e.g. *involvement, transparency, security/privacy, ecc*)

C.5 Inside your school/service how the pedagogical documentation is used towards the third parties? What kind of evidences are stored? (e.g. *official/institutional communications, work instructions, laws, reports on the work done, newsletters, ecc.*), With which purposes? (*e.g. external sharing, transferability, traceability, ecc*)

Features and management of the digitized documentation

C.6 Inside your school/service are digitized methods for the pedagogical documentation used? If yes, which kind?

C.7 With which media supports? (Web Apps, OneDrive, Google Drive, Sync, DropBox; pCloud; other)

C.8 How does the digitized documentation work?

C.9 Who takes care of the digitized documentation? Do he/she have specific digital skills to perform these tasks?

Strengths and lacks shown by the pedagogical documentation practices already in use

C.10 What are the strengths of the way adopted to carry out the pedagogical documentation in your school/service?

C.11 What are the weaknesses of the way adopted to carry out the pedagogical documentation in your school/service?

Needs and expectations related to digitized pedagogical documentation applying

C.12 As an educator/teacher, what knowledge/skills would you like to acquire/deepen to improve access, sharing and use of the pedagogical resources kept by your school/service through the documentation process?

C.13 As a coordinator, what knowledge/skills would you like to acquire/deepen to improve access, sharing and use of the pedagogical resources kept by your school/service through the documentation process?

C.14 What would you expect /wish that the digitized documentation could allow you to do in a more agile/better way?

Media Education activities for 3-6 years old children

C.15 Are "media-education" activities (for children aged 3-6) carried out in your school/service for a safe and controlled approach to new technologies? If yes, with which purposes? and how?

EDUCATIONAL STAGES OF CHILDREN			
What kind of educational service does your child attend?	Kindergarten	0-3 years old	
	Preschool	3-6 years old	

Name of the Interviewer_____

Name of the Interviewed_____

Date & Location _____

QUESTIONS FOR PARENTS

SECTION A. RELATIONSHIP BETWEEN FAMILY AND SCHOOL

A.1 What kind of educational service/school does your child attend?

A.2 How would you define your relationship with the service/school towards to these 3 aspects?
• Sharing of educational and growing objectives
• Transparency on the pedagogical approach used by the school
• Confidence in the educational approach used by the school

A.3 Does the school/service attended by your child make you involved in the educational activities that engage him/her in his/her daily life and make you aware of his/her progress? If yes, how?

A.4 Does the school/service attended by your child share materials/ products/experiences related to the child's daily educational activity with you? If yes, how?

A.5 As a parent, what do you think are the strengths in the relationship you have with your child's school / service?

A.6 As a parent, what do you think are the strengths in school-family communication?

A.7 As a parent, what do you think are the weaknesses in the relationship you have with your child's school / service?

A.8 As a parent, what do you think are the weaknesses in school-family communication?

A.9 What would you suggest to improve the relationship with the school/service?

A.10 What would you suggest to improve communication between family and school?

SECTION B. FAMILY AND PEDAGOGICAL DOCUMENTATION

B.1 Have you ever heard about pedagogical documentation?

B.2 Do you think that having access to the pedagogical documentation of your child's school can contribute to a good school-family relationship? If yes, how?

B.3 What experiences related to your child's daily educational activity would you like to be more informed about?

B.4 Would you like to have additional opportunities (other than to the official periodic meetings with educators/teachers) to get information about your child's educational experience?

B.5 What would you expect to receive from the school through the pedagogical documentation (methods, times and tools)?

Thanks!

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PRIVACY DISCLAIMER
CONSENT TO THE PROCESSING OF COMMON AND SENSITIVE PERSONAL DATA according to the EU Reg. GRDP of 24/05/2016.
In relation to the current legislation established by the EU Reg. GRDP of 24/05/2016, on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation), I declare that I consent to the processing of sensitive common personal data concerning me

</div>

Online questionnaires for educators, teachers, pedagogical coordinators on the good educational and managerial practices adopted in kindergartens and pre-schools (children 0-3, 3-6 years old)

This questionnaire is aimed to collect info from the ECEC professionals (0-3 kindergarten; 3-6 preschool) related to some key aspects of their work such as: organization of the daily routine, definition of play / didactic spaces, organization and management methods of the pedagogical documentation task (methods, tools, etc.), possible apply of digital documentation practices. This activity is part of the LIBERTEC Project, KA220-SCH - Cooperation partnerships in school education - Code 2021-1-IT02-KA220-SCH-000031532, funded by the Erasmus+ Programme of the European Union.

SECTION 0. FRAMING

0.1 Professional Position

- Educator
- Teacher
- Pedagogical Coordinator

0.2 Educational stages of children. Which is the age range of the children with whom you deal ?

- 0-3 years old
- 3-6 years old
- 0-6 years old

0.3 Which is your Organization?

- Kindergarten (0-3)
- Preschool (3-6)
- Integrated ECEC pole for 0-6 (Kindergarten + preschool in educational continuity)

SECTION A. ORGANIZATION OF THE DAILY ROUTINE

A.1 Within your school / service, when are the typical day and routine moments planned?

- Monthly
- Annually
- Quarterly
- Other ……………………………….

A.2 When are the meetings of the educational team held to verify both the children progress and the educative action?

- Weekly
- Monthly
- Quarterly
- Other ……………………………..

A.3 Which are the core activities of a typical day (the daily routine) at your school/service? (List the main ones such as: welcoming, presence detection, educational activity, free play, lunch, rest time, ecc)

- 1. ……………
- 2. ……………
- 3. ……………
- 4………………
- 5. ……………
- 6……………

SECTION B. DEFINITION OF PLAY / DIDACTIC SPACES

B.1 How much is the design of children's daily routines influenced by the type and characteristics of the spaces you have available in your school / service?

- None
- Little
- Enough
- Much
- Very Much

B.2 For you as an Educator / Coordinator, how important is the correlation between available spaces and children's educational experiences? (e.g. use of the soft area, reading corner, spaces for practical workshops, manipulation, colors, etc.)

- None
- Little
- Enough
- Much
- Very Much

B.3 How important is it for you that the educator/teacher plans educational activities respecting the spaces he/she has available in his/her school/service?

- None
- Little
- Enough
- Much
- Very Much

B.4 Are there outdoor spaces within your school/service that are regularly used for carrying out daily educational activities?

- YES
- NO

B.5 In your opinion, for a school/service (0-3 / 3-6) the outdoor spaces constitute:

- An indispensable setting for carrying out educational activities
- An added value to the internal spaces of the school/service for carrying out educational activities
- A school space like any other
- Other…………………

B.6 In your opinion, how important is it to have outdoor spaces for carrying out educational activities?

- None
- Little
- Enough
- Much
- Very Much

SECTION C. ORGANIZATION AND MANAGEMENT METHODS OF THE PEDAGOGICAL DOCUMENTATION TASK (METHODS, TOOLS, ETC.), POSSIBLE APPLY OF DIGITAL DOCUMENTATION PRACTICES

C.1 Within your school / service, how is the pedagogical documentation produced?

- Mostly in paper form
- Mostly in digital form
- A mix of paper and digital form

C.2 To carry out proper educational and coordination activities, what value do you give to the effectiveness/efficiency of the way to realize the pedagogical documentation? (*Select a value from 1 to 5 where 1 corresponds to the minimum value and 5 to the maximum value*)

- 1
- 2
- 3
- 4
- 5

C.3 Within your school/service, the pedagogical documentation is mainly used to store:

(Select a value from 1 to 5 for the importance attributed to each of the following elements within the pedagogical documentation of your school / service, where 1 corresponds to the minimum value and 5 to the maximum value)

	1	2	3	4	5
Reference laws and regulations for the organization of educational services (kindergarten 0-3, preschool 3-6, childcare service in general 0-6)					
Privacy / Security Policy					
Work istructions					
Educational programs					
Educational activities and related supports					
Photos, videos					
Works made by children					
School-family communications					
Communications with third parties and other institutions					
Work reports					
Evaluations					

C.4 In your opinion, which are the most relevant aspects that an effective pedagogical documentation can contribute to improve both in the educational work with children and in the work of the educational equipe in general? *(Select a value from 1 to 5 where, for each listed aspect, 1 corresponds to the minimum expected improvement value and 5 to the maximum value)*

	1	2	3	4	5
Transparency of the educational action					
Quick and easy access to information and work instructions					
Quality of the educational work					
Systematization of internal management procedures					
Systematization of educational practices					
Monitoring and evaluation of children's progress					
External communication (with families and third parties)					
Trust of families in the educational institution and its action					

C.5. If within your school/service the pedagogical documentation is also produced in digital form, which technological systems / applications are used?

- Web Apps,
- OneDrive
- Google Drive
- Sync
- DropBox
- pCloud
- Local storing system (e.g. drive disk, pen drive, external drive disk)
- Other …………………

C.6 If within your school/service the pedagogical documentation is also produced in digital form, do the members of the educational equipe have access to the documents even remotely? (for example, in case of remote work/smart working)

- YES
- NO

C.7 What kind of digital skills do you think would be useful if you had to deal with pedagogical documentation done with technological supports? (*Select a value from 1 to 5 where, for each listed skill, 1 corresponds to the minimum value of utility and 5 to the maximum value*)

	1	2	3	4	5
Use of Microsoft Office Package (or similar)					
Creation, modification of texts and use of images for a website, a blog, an App, for social networks					
Use of file hosting-file sharing programs useful also for the collaborative editing of documents (eg Google Drive, OneDrive, etc.)					
Use of programs to collect data, info, create questionnaires, etc. (eg. GoogleForm, SurveyMonkey, Kahoot!, etc.)					
Use of audio-video editing programs					
Use of graphics programs (drawing, color, editing images programs to create educational activities)					

C.8 As an educator/teacher/coordinator, what kind of digital skills would you like to improve to be able to use in your job, with special regard to the pedagogical documentary task? (Select a value from 1 to 5 where, for each listed skill, 1 corresponds to the minimum value of utility and 5 to the maximum value)

	1	2	3	4	5
Use of Microsoft Office Package (or similar)					

Creation, modification of texts and use of images for a website, a blog, an App, for social networks					
Use of file hosting-file sharing programs useful also for the collaborative editing of documents (eg Google Drive, OneDrive, etc.)					
Use of programs to collect data, info, create questionnaires, etc. (eg. GoogleForm, SurveyMonkey, Kahoot!, etc.)					
Use of audio-video editing programs					
Use of graphics programs (drawing, color, editing images programs to create educational activities)					

C.9 Are "media-education" activities (for children aged 3-6) carried out within your school / service to promote their safe and controlled approach to new technologies?

- YES
- NO

C.10 If yes, with which purposes? and how?

………

Online questionnaires for the detection and analysis of the digital needs of educators, teachers, pedagogical coordinators

This questionnaire is aimed to collect information on the digital skills possessed by the ECEC professionals (educators/teachers/coordinators from 0-3 kindergarten; 3-6 preschool), on their expectations about the use of digital tools and resources in daily activities and on their possible digital needs useful to improve both the educational and management strategies in use in their services. The questionnaire is structured starting from the 6 Areas of the European Framework for the Digital Competence of Educators (DigComEdu).

This activity is part of the LIBERTEC Project, KA220-SCH - Cooperation partnerships in school education - Code 2021-1-IT02-KA220-SCH-000031532, funded by the Erasmus+ Programme of the European Union.

SECTION 0. FRAMING

0.1 Professional Position

- Educator
- Teacher
- Pedagogical Coordinator

0.2 Educational stages of children. Which is the age range of the children with whom you deal?

- 0-3 years old
- 3-6 years old
- 0-6 years old

0.3 Which is your Organization?

- Kindergarten (0-3)
- Preschool (3-6)

- Integrated ECEC pole for 0-6 (Kindergarten + preschool in educational continuity)

AREA 1 PROFESSIONAL ENGAGEMENT

1. Have you ever had experience in inserting posts, data, documents, images on the social media of your school/service or on its website, blog, or any App (if in use)?

- YES
- NO

2. How do you evaluate your technical knowledge necessary to perform these operations?

- Insufficient
- Scarce
- Sufficient
- Good
- Very good

3. Within your school/service, do you use one of these programs for *file hosting-file sharing* and collaborative document editing so as to share tools, information and work instructions among the members of the educational equipe?

	YES	NO
Web Apps		
Microsoft OneDrive		
Google Drive		
Sync		
DropBox		
pCloud		
Other (Specify)		

4. How do you rate your technical knowledge required to use these programs?

	Insufficient	Scarce	Sufficient	Good	Very Good
Web Apps					
Microsoft OneDrive					
Google Drive					
Sync					
DropBox					
pCloud					
Other (Specify)					

5. How do you evaluate your technical knowledge necessary to use the following programs for remote participation/management both of pedagogical coordination activities and external communication? (*e.g. for online meetings with the educational equipe, remote interviews with parents, organization of remote educational activities for children, if necessary and compatible with their age range and educational needs*)

	Insufficient	Scarce	Sufficient	Good	Very Good
Zoom					
Google Meet					
Skype					
Duo					

Microsoft Teams					
Jitsi					
Other (Specify)					

6. How do you rate your technical knowledge necessary to use the following programs useful for carrying out your work activities?

	Insufficient	Scarce	Sufficient	Good	Very Good
MS Office package (or similar) for the creation of texts, calculation tables, presentations					
Email					
Audio-video editor programs for creating videos					
Graphics programs (drawing, color, editing images for the creation of educational activities or for external communication such as infographics, flyers, posters, etc.)					
Programs for creating concept maps or for planning projects (eg. Miro, Discord)					
Programs for the graphic design of web supports, based on pre-set and editable templates (eg. Canva)					

AREA 2 DIGITAL RESOURCES

"Knowing how to use new technologies even in the pre-school phase (0-6) is useful for the educator / teacher / pedagogical coordinator to better understand how these devices, however present in everyday life, can be used for concrete activities, in order to support manipulation and creativity, without giving up on "traditional" educational activities".

7. Please, indicate how much you agree with this statement by identifying a value from 1 to 5, where 1 represents the maximum disagreement and 5 the maximum agreement.

- 1
- 2
- 3
- 4
- 5

8. How do you rate your knowledge useful for selecting any digital resources (e.g. programs, educational Apps, games, etc.) that could be used for carrying out educational activities?

- Insufficient
- Scarce
- Sufficient
- Good
- Very Good

9. How do you rate your ability to create / modify any digital resources for educational purposes (e.g. creating games, activities, etc.) to be used in your work with children?

- Insufficient
- Scarce
- Sufficient
- Good
- Very Good

10. While you are working and sharing with colleagues the digital resources identified as possible support for educational activities, how do you rate your knowledge for protecting both sensitive data/privacy of minors and the copyrights of the resource?

- Insufficient
- Scarce
- Sufficient
- Good
- Very Good

AREA 3 TEACHING & LEARNING

11. How interested are you in acquiring new skills that could help you to integrate the use of digital tools and resources into educational activities for children, thus developing new practices? *(Please, identify a value from 1 to 5 where 1 corresponds to the minimum value of interest and 5 to the maximum value)*

- 1
- 2
- 3
- 4
- 5

12. Have you ever used digital tools in the educational activities you carry out with children?

- YES
- NO

13. If yes, what kind?

	YES	NO
Animated Readings		
Interactive recognition games with shapes and colors		
Interactive games with the alphabet letters (e.g. for pre-literacy and playful approach of children to the written word)		
Interactive games for reordering sequences and creating stories		
Use of *touch* technologies (with a high level of iconicity and easily accessible even to younger children) for the initial development of arithmetic, drawing and/or pre-writing skills		
Creation of multimedia and hypermedia presentations (e.g. starting from a topic, the teacher stimulates his/her learners to search for materials, to organize the info into a structure and/or in conceptual maps, to define nodes and links between the various aspects , ecc.)		
Other (Specify)		

14. How do you rate your technical knowledge necessary to carry out these activities?

	Insufficient	Scarce	Sufficient	Good	Very Good
Animated Readings					
Interactive recognition games with shapes and colors					
Interactive games with the alphabet letters (e.g. for pre-literacy and playful approach of children to the written word)					
Interactive games for reordering sequences and creating stories					
Use of *touch* technologies (with a high level of iconicity and easily accessible even to younger children) for the initial development of arithmetic, drawing and/or pre-writing skills					
Creation of multimedia and hypermedia presentations (e.g. starting from a topic, the teacher stimulates his/her learners to search for materials, to organize the info into a structure and/or in conceptual maps, to define nodes and links between the various aspects , ecc.)					
Other (Specify)					

15. With children of which age group do you usually propose educational activities that involve the use of new technologies?

………………………… (short answer)

AREA 4 ASSESSMENT

16. Have you ever used digital tools to collect data for assessing children's learning and progress?

- YES
- NO

17. Have you ever used digital tools to monitor the quality of management procedures applied in your school/service and/or the feedback from families on the educational action?

- YES
- NO

18. If yes, what kind of tools (programs) did you use?

- Google Form
- SurveyMonkey
- Kahoot!
- Other (Specify)

19. How do you rate your technical knowledge required to use these programs?

	Insufficient	Scarce	Sufficient	Good	Ver Good
Google Form					
SurveyMonkey					

Kahoot!					
Other					

AREA 5 EMPOWERING LEARNERS

20. The use of digital tools and resources in education can facilitate the development of learner-centred educational/teaching strategies that take into account the individual characteristics (including special needs). How do you rate your knowledge about ICT accessibility?

- Insufficient
- Scarce
- Sufficient
- Good
- Very Good

AREA 6 FACILITATING LEARNERS' DIGITAL COMPETENCE

21. The ability of the educator/teacher to promote digital skills in their children - here considered as a first controlled approach and digital pre-literacy due to the children age- is closely linked to their digital skills. How do you rate your overall level of digital competence?

- Insufficient
- Scarce
- Sufficient
- Good
- Very Good

ECEC MAIN PEDAGOGICAL REFERENCES

BIBLIOGRAPHY

Appendix 3

(ITALY, SPAIN, PORTUGAL, ROMANIA)

BIBLIOGRAPHY APPENDIX

Associação de Jardins Escolas João de Deus - AJEJD (Lisbon, PT)

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Edizioni Reggio Children 1995

Malaguzzi is one of the fathers of the definition of space (the learning environment, the play space) as a third educator.

Aldo Fortunati, E. Catarsi: L'approccio toscano all'educazione della prima infanzia

Junuior Edizioni, 2011

The educational services in Tuscany have specific characteristics and peculiarities, given by the legislation and the pedagogical tradition present on the territory. This has allowed the definition of a real approach, characterized by attention to the design of spaces, the care of relations with the family, the documentation of paths with the children, the presence of pedagogical coordination, and the valorization of the 0/6 educational continuity.

In these two texts, the pedagogical criteria of the approach, experiences in the area, and good practices are made explicit.

Anna Lia Galardini: Crescere al nido. Gli spazi, i tempi, le attività, le relazioni

Carocci, 2012.

Starting from the experiences of a number of Italian crèches, this text allows us to reflect and update on the organization of space and time at the crèche, the experiences and structured activities to be proposed, the relationships between children, both in mixed and homogeneous age groups, between children and adults, and relationships with families.

C. Edwards (ed.), L. Gandini (ed.), G. Forman (ed.): I cento linguaggi dei bambini. L'approccio di Reggio Emilia all'educazione dell'infanzia

Reggio Children 1996.

The experience of the Early Childhood services of Reggio Emilia constitutes a model for all the operators in the sector; the theoretical and practical principles of Loris Malaguzzi are at the basis of the educational choices of our work groups: the hundred languages of children, space as a third educator, the concept of the school as a permanent workshop, the ateliers, concepts that are intersected daily with the Tuscany Approach of Catarsi.

Penny Ritscher: Slow School. Pedagogy of everyday life

Giunti ed, 2015

In the services run by the Cepiss Cooperative, we believe that time devoted to routines and care should be quality time. We work constantly on the time to be dedicated to each individual moment of the day, calibrating the child's time with the nursery's organizational time; we reflect on the spaces available for routines, which must be recognizable, functional and safe; we think about the tools and materials available to the children so that they can acquire autonomy during their care time.

Enzo Catarsi (ed.): Coordinamento pedagogico e servizi per l'infanzia

Junior editori, 2010.

In the 0-6 educational services the Pedagogical Co-ordinator plays a role of support and assistance to the work group, in agreement and sharing with the organization; he is a linking figure between the various services that the Cooperative manages, contributing to the identification of lines, methods and criteria common to the Infant-toddler Centers and Preschools. In this text the coordinator's functions are made explicit, which are based on diversified skills, as he or she responds to the needs of the children, the families, the work group, the territorial context and the organization.

Laura Malavasi, Barbara Zoccatelli: Documentare le progettualità nei servizi e nelle scuole dell'infanzia

Junuior editori, 2019.

Documentation represents an indispensable way of 'DOING EDUCATION' in order to make the identity of a service recognizable, recount and enhance the pedagogical and educational project; make good practices visible; involve the families in their child's journey and make them participate in the objective that the Service sets, so that they can share and support it; share the image that the Service has of the child guaranteeing memory, stimulating reflection, renewal and development, with a view to qualitative improvement; sharing the evaluation and quality of the educational contexts, through the transparency of interventions and the search for feedback; facilitating the construction of the professional knowledge of the work group, in order to define and/or strengthen their professional identity, overcoming the individual dimension; generating reflections, evaluations and thoughts.

This book supports the educator in defining a documentary project that respects the objectives and clarifies the annual project paths.

Comune di Firenze: Linee Guida per i servizi educativi alla Prima Infanzia – Documentazione

Firenze, 2021.

A reference point for the definition of rules and good practices for the realization of effective documentation within the services, aimed at families, children, territory and authorities.

Interesting are the experiences reported and the graphic criteria that make the documentation readable and usable.

Sandra Mei (ed.), Mirca Ognisanti (ed.): Dal rischio all'opportunità. Esperienze di outdoor education nei servizi per l'infanzia e nella scuola primaria

Junior editori, 2020

The text presents a number of outdoor education experiences conducted within children's education services and primary schools in the Municipality of Bologna.

The value is given to the outdoor environment of the educational service as a space for learning, relations and educational care, and proposes an observation of the change that has affected the 0-6 services on various concepts: the dimension of the body and movement; the exploration of the environment; the relationship with spaces and contexts, between limits and possibilities; self-expression in the relationship with the environment and in the relationship with peers; the comparison with multiple cultures of being outside; the participation and involvement of families.

Roberto Farné (ed.), Alessandro Bortolotti (ed.), Marcella Terrusi (ed.): Outdoor education: prospettive teoriche e buone pratiche

Guerrini Ed, 2019

Outdoor Education valorizes outdoor space as an environment of learning and educational well-being; the adult first discovers and broadens the horizons and potential of this context and draws from it educational opportunities for children. In this text we find

contributions, theoretical reflections, lines of intervention, research frameworks and cultural suggestions in support of outdoor education as a way of doing education.

Cosimo Di Bari, Educare l'infanzia nel mondo dei media. Il ruolo dell'adulto in famiglia e nei contesti educativi

Anicia ED, 2017

In a daily life increasingly characterized by the presence of digital tools, it is essential that educational services, in collaboration and continuity with the family, contribute to the transformation of children's 'natural' confidence with these tools into real competence; supporting their relationship with these tools so that they become aware, critical and creative.

The Media Education approach involves raising the awareness of parents, educators and teachers and through an 'ecological', problematic and reflexive use of the same tools in the educational, instructional and training spheres. Without being terrified by the dangers or enchanted by the potential, but on the contrary becoming aware of the risks and turning them into opportunities.

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