

**PRE SCHOOL COMPARISONS:
CASE STUDIES FROM PERU AND ENGLAND**

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ABSTRACT

Dissertation Title: **Preschool Comparisons: Case Studies from Peru and England**

This paper will investigate the educational provision for children under the age of six in two countries: Peru and England. A brief historical account of the legislation concerning the age group provides the reader with the necessary background, before being lead to the most recent legislation in both countries.

Educational provision for children under six in England is diverse and extensive. Terminology can be complicated and confusing. Children of a particular age can be attending different institutions with different aims. The Peruvian provision for the young child is not so complicated. Chapters I and II describe both, respectively, From the historical review of legislation, the study establishes that the idea of public infant education for children aged five, has been present in England since 1870 but not until 1970 in Peru. The research also indicates that there exists a National Curriculum in both cases, which has to be followed at state schools but not necessarily at private ones. There is one major difference found between the English and the Peruvian case. In England, five year old children are no longer considered as preschool children, they are introduced to a 'formal' type of education at that age. In Peru, five year olds, though they may be attending a school and their education is compulsory, they are still considered as preschool children.

Chapters III and IV consist of the field research. One school from each country is selected. In order to make the comparison possible, the schools chosen each have at least one class for children of the age of six (both schools call them kindergarten class), they are both private and mixed. The research was conducted in both case studies through unstructured interviews with teachers of the four and five year old classes, a semi-structured interview with one of the head teachers and a written interview with the other, questionnaires given out to parents and teachers, and participant observation in one of the kindergarten classes at each school selected: Trener School in Lima, Peru and Headington Junior School in Oxford, England. The visits were intended to find out how children and teachers worked at both schools. The parents questionnaires would provide information about how they viewed the teacher, the school their child is attending, and the work that was being done.

The research findings suggest that at Headington Junior School, children are learning the 3'R's, reading, writing and arithmetic, while at Trener School, they are learning basic pre-reading, pre-writing and pre-arithmetic skills. Some children at Trener School are more advanced than others because of the philosophy of the school that allows each child discover reading and writing and advance a their own pace. There is no 'formal' teaching taking place and emphasis is placed on developing creativity and social skills, unlike Headington School. Trener School teachers have developed their curriculum while Headington School teachers use the national curriculum as a main document and follow it to achieve its goals. The process of assessment is also different in each case.

Data gathered from parents questionnaires indicate that, in both cases, they are satisfied with the overall education their children are receiving, with the teachers and the school's facilities but parents at Headington Junior School consider communication with the class teacher is inadequate and they would like to be more regularly informed of their child's progress.

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INTRODUCTION

This study investigates the education of children age five in two countries: Peru and England, and in two specific schools. The first two chapters of the investigation, Chapter I on Peru, and Chapter II on England, provide the reader with a brief historical background and context of the education of preschool children. Past and current educational legislation is also analysed, in both countries. The study also involves an investigation of the provision available to children under six years of age. Services available for Peruvian children under the age of six are analysed in Chapter I and, for their English counterparts in Chapter II.

Educational provision for the young child in England is diverse and extensive. In Chapter I, all children under six were labelled as preschool children because even though children at five can already be in school in Peru, formal primary education by subjects does not begin until they are six. The English case is different, given that five year olds are introduced to formal schooling through a National Curriculum, which is strictly followed in all state schools. For this case, five year olds can no longer be considered as preschool children. Nevertheless, the term 'preschool' is used in the title of this dissertation given the complexity of terminology and provision and that, unlike the Peruvian case, there is no one clear definition of education of the children under six in England. The study does not attempt to suggest that five year olds in England are preschool, but merely abstracts this age group for the purposes of comparison.

The Peruvian case study is presented in chapter III. The Peruvian school chosen for this purpose is Trener School and visits took place in the second and third weeks of December, 1997. This was the end of the school year in Peru. For this reason, the activities observed were related to the end of the year; Christmas and the coming vacations.

Kindergarten E was the class observed, with 25 children, including boys and girls. The field research consisted, apart from the participant observation, of questionnaires handed out to teachers and parents and interviews with the class teacher and the head teacher. The same strategies were used at Headington Junior School, the school selected as the English case study. The class observed is called the 'Kindergarten class', also with 25 children (boys and girls). Visits took place in February and March, 1998. Unfortunately, research at Headington was limited in two ways; the questionnaire that was to be given out to parents was not approved and had to be rewritten, deleting several points; furthermore, the interview with the head teacher did not take place. As a result, the information collected was not as complete as was for the Peruvian case and it is necessary to consider these limitations.

From the information collected at both schools, particular aspects were chosen for analysis in Chapters III and IV. The main points in these chapters are: ethos and method of the school, lesson planning, the teachers, the parents, assessment, outline of the main subjects, and a description of a day at both schools. Some of the answers to the questionnaires given to parents and teachers have been selected to illustrate the main points being made. In other cases, abbreviated versions of the information gathered have been used, as it would be impossible to use all of the information provided by them.

In the bibliography, all Spanish medium sources are listed in their original form, but in the case study chapters, the writer has translated the abbreviations of teachers and parents, as well as the selected quotations from the literature. This is also the case with Peruvian documentation used in Chapter I.

There are eleven appendices, which include samples of the children's work for both countries. While significant insights have been gained for these case studies, no attempt is made to draw more general conclusions about preschool education in these two countries.

CHAPTER I

CHILDREN UNDER SIX IN PERU

The aim of this chapter is to provide an overview of preschool education in Peru, and describe the current situation of children under six years old as well as the services provided for them. A brief review is also included of the most recent educational legislation and its implications for the field of preschool education.

1.1 Definition

In Peru, the name given to education provision for children under six is '*Educacion Inicial*' (Initial Education). In the course of this dissertation, however, the education of the under six will be referred to as preschool for the Peruvian case, regardless of any other terminology that may be used. Nevertheless, while possibly the best translation for the term '*Educacion Inicial*', in contrast to what are commonly referred to as 'preschool programs', it also provides education to parents and other members of the community, as shall be illustrated later in this chapter. In Peru, the term 'preschool' education is not now used, nor has it been since the beginning of the 1970s. This is because of its connotations which suggest that education for the under six year olds is merely a preparation for the first stage of school. In Peru, preschool education concerns children from birth up to six years of age, being the last compulsory year. It is defined by Florencio Infanzon (1992) as:

'Group of actions oriented towards initiating the integral process of children's motor, intellectual and social emotional development, given the set of objectives provided by the educational system. It's a service created for children under six, their parents and the community ... it goes beyond a mere preparation of children for primary' (p.3).

1.2 The Situation of Preschool Children and their Education in Peru:

'Our children and youngsters of today are the children of internal conflict, hyperinflation and structural adjustment. Some of the effects of these are widely known. The infant mortality rate for the country is the third in Latin America. To educate this generation, who has suffered greatly, heal its wounds and compensate for their basic needs, we need to develop an integral approach' (Foro Educativo, 1995, p.24).

Poverty has stricken the country. In terms of basic needs, 42% of the population in Peru live under poverty and 16% under extreme poverty (CUANTO, 1994). The marginal areas around the urban circles are inhabited by families with children who are deprived in many ways and this brings terrible consequences which are, in many cases, irreversible. Preschool children have certain basic needs that, in the Peruvian case, are not being properly met. Foro Educativo, a civil association created in 1992, with its main aim being the formulation of educational strategies, on its document '*Fines y Estructura de la Educacion Peruana*' (Aims and Structure of the Peruvian Education System, 1995), identifies the following needs of children under six and exemplifies them within the Peruvian case:

- Subsistence: In this aspect, children from rural areas are in a disadvantaged position in relation to their peers from urban centres. A high percentage of malnutrition, 37%, is causing debilitation, depression, low achievement, slower intellectual development, delayed entry to school, and infantile stress. Children live under precarious conditions: homes with no running water or sewage, high environmental risk, lack of medical attention for the child and the mother and familiar instability in every sense. All these factor combined have the worst effects on children under six, as their intellectual development is slowed or even irreversibly damaged. But even worse, many new-borns and young children die as a result of these conditions. In 1992, 52 children out of 1000

live births in Peru died during their first year and 74 before turning five: 29% due to respiratory infections and 14% to diarrheic illnesses (Foro Educativo, 1996).

- Protection: Children are spending most of the day on their own. In many cases, both parents have to work, and in remote rural areas, there are no schools for them to attend. In other cases, they work as street vendors and become as they have been called '*niños de la calle*', street children (Infanzon, 1992).
- Affection: Every human being, but especially children, need affection from their peers and adults. Studies have shown that, under deprived conditions, parents are often authoritarian, aggressive and abusive, and teachers do not establish a close personal link with their students.
- Leisure: Defined as 'time to play, share with other children, enjoy music, art'. 'Even in kindergartens we observed a tendency to restrict the play and recreation time (p.27).' The teacher is trying to teach an excessive number of contents and structured 'truths', and given that the intellectual dimension is overemphasised, hardly any space is left for them to 'discover', 'create' or 'discuss'.
- Identity: Values and role models at the majority of schools follow an urban middle-class model. Textbooks being used, which neither show nor reflect the country's cultural diversity, even contradict it, and generates in children a crisis of identity.

The '*Programas No Escolarizados de Educacion Inicial- PRONOEI's*' (Non scholarly Programs of Preschool education) emerged as an alternative to provide priority attention to children in underprivileged areas, co-ordinating efforts between the education and health ministries. When they were created, during the first years, they contributed in a positive way because preschool children were given priority and the ministry's efforts were focused on them. Unfortunately, nowadays many of the programs have been abandoned due

to lack of funding. Recent research (Encinas, 1997) shows that 85% of the PRONOEIs lack sufficient infrastructure and materials. Preschool children are no longer a priority. Legal documents like The Constitution, the Education Law, the Children's Act and the Declaration of Human Rights, provide care for the child under six. Unfortunately, these are not being followed. Another problem is that the budget for this sector has been severely cut.

In Peru, expenditure on education is only one-fourth of the average expenditure on education in Latin American countries (Encinas, 1997). The State designates only 10% of the national budget to education, and with 65% of the population living in the cities and 35% in rural areas, most of the resources are allocated to the urban regions in the country. This affects the location of the schools. 90% of the kindergartens are located in urban areas, and 54.3% of them have no running water, electricity or sewage (Infanzon, 1992). It is also important to mention that in public schools, there are up to 50 children in a classroom with 50% of the teachers being underqualified to teach (Encinas, 1997). The low wages offered to teachers has resulted in an exodus of qualified teachers from the system, and in an increase of non-qualified teachers. In Peru, teaching qualifications can be obtained at '*Institutos Superiores Pedagogicos*', institutions that train preschool, primary and secondary teachers, or at Education Departments in State or Private Universities. In all cases, the studies last ten terms (or five years), leading to a Bachelor's degree in education. To teach at the PRONOEI's, such a degree is not needed.

The demand for preschool education is increasing day to day as more mothers are going to work. More parents are looking to send their children to kindergarten. Educational provision has grown but not as fast as the demand. In 1981, 28.2% of the children between three and five years old were being accommodated. This increased to 47.1% in 1991 (Foro

Educativo, 1995). But despite this growth, out of 3,500,000 children under six in Peru, only 1,044,900 (less than a third) attend a preschool facility.

1.3 Legislation

1.3.1 Law of Education Reform 19326

In Peru, preschool education has been called '*Educacion Inicial*' since 1972, after *Decreto Ley 19326* known as '*Ley de la Reforma Educativa*' (Education Reform Law). This reform came out during the military regime of General Juan Velasco Alvarado, who came to power after the military coup of 1968. Law 19326 of educational reform had three main goals: education for work and development, education for the structural change of the society and education to reaffirm the independence of the Peruvian nation (Real and Cochachi, 1990). It was an attempt to change the social, economic, politic and cultural structures of the country in favour of those in need, through a nationalist independent government. In order to achieve this total social and structural change and 'democratisation', education played a very important role, providing a well trained and educated labour force, contributing to the economic growth, and structural transformation of the country.

'Without a profound, effective and permanent transformation of Peruvian education, it would be impossible to guarantee the success of the other structural reforms. Thus, the Education Reform, the most complex one and yet the most important, constitutes an essential need for Peruvian development and the main objective of our revolution' (speech to the nation by General Juan Velasco Alvarado on July 28, 1970. In: Palomino, 1997, p.34).

The Educational system had thus to be reformed to create the 'new man' socialist type. Every aspect of it was reformed: structure, methodologies, curriculum. General Alfredo Risueño, Minister of Education at the time, explained the need for this reform:

'We are convinced that there is a big gap between our current education system and the needs raised by the Peruvian social panorama. Because of this, there has to be a total reform; i.e. even the most basic principles of education need to be changed, followed by operational changes like: infrastructure, curriculum, methodologies and teacher training' (Press conference on December 11, 1969. In: *Reforma de la Educacion Peruana, Informe General*, 1970, cover).

The main outcomes of Law 19326, published in March 1972, were:

- Confirmed free education, giving priority to the most disadvantaged.
- Emphasis of a pupil-centred approach to education.
- Promoted equity and no discrimination, emphasising particularly the education of women (article 8).

Concerning the organisation of the system, the pre-reform educational structure was changed. It had consisted of six years of primary instruction, five years of academic or secondary education, and followed by teacher training and academic education in the universities. The reformed educational structure organised the provision of formal education into three levels: '*Educacion Inicial*' (preschool), '*Educacion Basica Regular*' (basic education) and '*Educacion Superior*' (higher education). Basic education is subdivided into three cycles lasting a total of nine years followed by three cycles of higher education.

The nine years of basic education, which was free and compulsory, would qualify the student to enter the first cycle of the higher education level, called '*Escuela Superior de Educacion Profesional*' - ESEP (Higher Schools of Professional Education). There, they

received a combined vocational and academic program. The second cycle of higher education was available to all who passed through ESEP level and received the title '*Bachiller Profesional*', or its equivalent (B.A and M.A). The third and last cycle of higher education corresponds to the '*Doctorado*', a research degree, and was available to those who passed the Masters level.

Many aspects of each of these stages were reformed but for the purpose of this dissertation, we will place emphasis on preschool. Preschool education would take place at day care centres and kindergartens. Theoretically, a student up to the age of six should be able (preschool was not mandatory) to enter a government preschool program at no cost, that would prepare them for entrance into the basic education level. The level was designed to create conditions for the full development of the child. Preschool programs were directed toward children up to, but not included age six, to parents and to the general community in order to help detect and treat learning problems of preschool children, promote programs to complement family environment, and educate families to care for the nutritional and other needs of the child. There was no curriculum at this level, and both public and private programs offered a wide variety of activities depending primarily on the resources that were available.

The Law, although it did not make any mention to 'new' or 'modern' methodologies in preschool education, was the first attempt to organise educational provision for children under six years of age and placed more emphasis on children from poor and deprived areas. But there was still a lot more to be done; only 5% of the age group 0 to 5 were enrolled in preschool programs throughout the country (USAID PERU, 1975). Result of this law are some Special Programs, which will be mentioned later on this chapter.

Law 19326 was very controversial and severely criticised, especially the articles limiting private education. 'There is general consensus that the Education Reform Law of 1972 was a complete failure' (Palomino, 1972) generating a national feeling of frustration about it. Its failure has been mostly explained for its utopian character, the fact that it was imposed vertically and that changes were introduced abruptly, together with the lack of funding due to the severe economic crisis of the 1970s.

1.3.2 The 1979 Constitution

Though it did not make direct reference to preschool education, we mention the Constitution of 1979 because it has been by far the most effective Constitution the country has had (Pareja, 1979). It was created and discussed effectively by representative politicians of all the different parties, so no party had a majority input. The core of the Constitution is the supremacy of the human being; as its first chapter states, 'All men, equal in dignity, have rights which are valid universally, and these come before and are above the State's' (1979 Constitution).

The chapter on education constitutes a very good chapter: modern, up to date, promoting integration and education for all and considering at its core the Peruvian identity. The Constitution establishes clearly that education is free as well as the principle of freedom in education (as opposed to oppression during the military regime), and states what would be the parent's role in education. Unbelievably as it may seem, for the first time, the Peruvian Constitution mentions the overall goal of the educational system. Finally, it emphasises the need to eradicate illiteracy.

1.3.3 Law on Education 23384

Given that Peru was not under the military regime any more, and in fact had a new Constitution, a new law on educational was essential. Under the Constitutional government of Fernando Balaunde Terry, ten years after Law 19326 and replacing it, in May 1982, Law 23384 '*Ley General de Educacion*' (General Law on Education) was passed. To this day there has not been another general educational reform; only modifications have been made to it. As a result of this law, the nine-year basic education system was abolished, going back to the six years primary and five years secondary structure that existed before the changes introduced by the military regime. In this way, the structure of the system consisted once again of four levels: preschool, primary, secondary and higher education.

The law makes the last year of preschool mandatory, being the first level of the formal education system, and states that educational activity should concentrate on the three areas of the child's development: social-emotional, physical and intellectual. It also considers actions involving parents and the community, providing them with information about the schools, counselling and special training on particular areas of interest.

According to Law 23384, the main goals of preschool education are:

- To promote the integral development of the child, attending his nutritional, health and recreational needs.
- To prevent and provide treatment in problems that could negatively influence the child's process of development.
- Contribute toward the strengthening and unity of the family and community (Ministry of Education, 1994).

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This law is the current one. The present structure of educational provision and its main aims are a result of Law 23384, and more details will be provided in that section.

1.3.4 The 1993 Constitution

It is important to mention this Constitution because, as with Law 23384, this Constitution is the current one. After the events of the 5 April, 1992, President Alberto Fujimori with the support of the armed forces dissolved the Congress, which was followed by a coup. In the following months, a new Constitution was written (which marginally won the population's approval by a referendum). This Constitution has been strongly criticised by the members of the opposition who argue that Fujimori's main purpose was to legislate in favour of re-election, that until 1993 had not been possible, and that with a thirteen year old Constitution, a new one was not needed.

The chapter on education contains the basic ideas expressed in the 1979 Constitution but many articles were deleted for being considered 'out of fashion'. Overall, a more liberal education is proposed with less state involvement. It would only act as the overall technical advisor. It also guarantees essential freedoms for teachers (Article 13).

One of the main outcomes of the present Constitution, in relation to preschool education is that it became compulsory (article 17), as well as secondary education (which hadn't been compulsory at all). But the article is not precise and does not specify if only the last year or preschool as a whole is compulsory. Nevertheless, 'only one mandatory year seems to be convenient and possible for the moment' (Foro Educativo, 1995, p.52).

1.3.5 The National Curriculum

As a result of legislation in 1982, a curriculum for preschool education was created, the '*Estructura Basica de Educacion Inicial*'- ECBEI (National Curriculum for Preschool Education). This was a technical/normative document, issued by the Ministry of Education, containing general outlines and goals for children from birth to three years of age (to be carried out at day care centres or at home under special programs) and from three to five (at kindergartens and PRONOEI's). The preschool curriculum aims at:

- The promotion of the child's integral development, care for the child's feeding, health and recreation.
- Prevention and recovery of the biological, psychological and sociological problems of the child.
- The contribution towards the improvement and well being of the family.

The aims of the preschool curriculum are the same at the national level. There is some consideration of the Peruvian diversity and the different characteristics of children throughout the country, but these have not been clearly expressed. Nevertheless, it represents the first attempt to set out national standards and the goals of education at this level.

Florencio Infanzon (1995) argues that in this sense:

'We strongly oppose to the idea of formulating a unique profile of children given that their characteristics are completely different; for example, children from the Coast, the Sierra, the Selva; children from the city, a shanty town or a rural area' (p.34).

From birth to the age of five, objectives and actions are grouped in the three main areas of development stated by the law: motor, intellectual and social emotional. Age groups are as follows: from birth to three months, three months to six months , six to nine months, nine months to one year old, one to two and two to three years old. Kindergarten children are grouped from three to four and four to five years old. Teachers of the under three year olds carry out early stimulation activities in favour of the integral development of the child, while teachers of the three to five year olds have to provide children with the basics of pre-reading and writing and other basic skills, and emphasise their social emotional development. The content of the curriculum is oriented toward making children think, and the development of mental abilities. It is not intended to deliver 'knowledge'. It is more important that children be provided with an opportunity to act and discover through their senses and movement, and that they develop attitudes and values, creativity, and the expression of their own ideas.

This document constituted the main source for the preschool teacher's every day work but at the same time was very difficult to handle as it had over 400 pages. A decade after it was first introduced, teachers realised that children were experiencing some kind of shock when entering primary school: there was a big gap between preschool and primary education. In March 1995 the Ministry of Education published a document that was named '*Plan de Articulacion Inicial-Primer Grado de Primaria*' which was to be implemented in March 1996. In theory, this program was an attempt to homogenise and close the gap between the two levels. This innovative proposal looks at the system as a whole, not as a series of levels, aiming to achieve continuity, working on the commonalities between preschool and the first grade.

In practice, the program faced several problems like lack of understanding from the parents (especially first grader's parents), who felt that the standards were lowered in order to make first grade closer to kindergarten, and confusion by the teachers. The program was published in the state's newspaper without the consultation of teachers, and without much information regarding its implementation. Also, the new textbooks required were insufficient and their distribution was delayed (Foro Educativo, 1997). Some teachers' views in this respect are: *'The Ministry gives us a very nice project, but we are not trained to implement it', 'I had to work out the Program by myself, with an unknown textbook and no training'* (Foro Educativo, 1997). The *'Articulacion'* program, as a whole, is a good initiative that has shown good results in the schools where it was implemented as a pilot project, and teachers were trained to carry it out:

The experience at pilot schools showed that, when there is good preparation and training, the program is successful, children are better prepared for first grade, they are happy to learn, ask questions and participate actively in class. They investigate and show more confidence' (Foro Educativo, 1997, p.120).

1.4 Structure of the System

Before analysing the structure of the Peruvian education system, it is important to mention that preschool education in Peru can be of three types, depending on who runs it. The first type is **public** or **state** education. Set up and run by the state, through the Ministry of Education, other ministries, regional government and municipalities. The state runs the majority of the non-scholarly programs (99.6%) designed for the poor population concentrated in rural and marginally urban ones. Different non-governmental organisations

run the rest. The Ministry of Education is also responsible for the majority of the kindergartens.

Non-state or **private** schools are created and run privately, with authorisation of the Ministry of Education. The state recognises, supervises and guides private education. The private sector attends to 14% of the children who matriculate in day care centres and kindergartens (Encinas, 1997). And, if we consider the three levels, 'this type of education is offered by 10% of the local schools, with 15.6% of national enrolment' (Postlethwaite, 1995, p.782).

The third type of schools are **church** schools. Their administration can be completely independent, as private schools or together with the state under a special agreement, getting part of its funding from the state. The Catholic Church has taken part in education since the colonial times. Apart from its educational role of the non-scholarly type, mainly through catechism lessons, preaching and missions, the Catholic Church in Peru, through many orders but especially the Jesuits, has established many schools since the beginning of the 1930s. The period of greatest expansion of the sector was in the decade of the 1960s when 233 schools were built. Nowadays, it provides education for 500,000 students. Of those, 21,000 belong to the preschool level (Palomino, 1997). The quality of church education is in general of a good standard because it is very demanding and students are not allowed to waste time; they are strictly monitored.

Following a disposition from the Ministry of Education, the school year is composed of two terms, the first running from April to July, and the second from August to December. Nevertheless, this norm is flexible and the calendar can be modified. Generally, non-state

institutions choose to begin the school year earlier. The non-scholarly programs of preschool education begin working at any time of the year and are not obliged to follow the regulations for day care centres and kindergartens. Preschool education in Peru is offered in two forms:

1.4.1 Scholarly

a) In Day Care Centres

In Spanish known as '*Centros de Cuidado Diurno*' or '*Cunas*', are for children under three years of age and their main objectives are to:

- Provide feeding and a safe environment.
- Stimulate the overall development of children through different kinds of activities.
- Carry out health programs and special programs designed for parents.

It would be desirable if many more children could attend these day care centres, but there is a very high cost to keep them running. Unfortunately, there is still little coverage and only a small proportion of children are able to attend.

There is extensive legislation for day care centres, about the way they should be run, the environment they should provide and the materials they should have. It is not the purpose of this study to analyse the existing legislation, given that this study concentrates on five year old children. But there are certain regulations and requirements that these have to fulfil in order to gain a license. These include; for example, physical infrastructure and facilities, good ventilation and lighting, having basic learning aids and materials, instructional toys,

good food, a limited number of children and working with professionals such as doctors, nurses and psychologists.

b) In Kindergartens

'Centros de Educacion Inicial', 'Jardines' or 'Nidos', are for children between three and five years old. The main objectives of kindergartens are:

- To complement and support education given by parents at home
- Develop the intellectual and physical abilities of the child
- Prepare children for life in society.

Several documents also regulate kindergartens. Basically, they are required to have: trained teachers, basic teaching material and equipment, a certain physical and safe infrastructure. Also planning, according to the National Curriculum, a methodology, an assesment system, a good internal distribution of space in each classroom, following recommendations to have '*Sectores de Trabajo*' or 'corners' such as: reading corner, art corner, house corner and costumes.

1.4.2 Special Programs

With the reforms in 1972, preschool education in Peru, introduced the Special Programs as an alternative to the formal type of education that wasn't reaching vast numbers of the population. They constitute an option for those who, for decades, have been out of the system. This alternative was created by the state as is recognised that the system was far from providing universal education. Their characteristics are their flexibility, which makes them

adaptable to the particular needs and interests of the community and the context in which its population works on a daily basis. The goals of these programs consist of giving integral attention to children from socially and economically deprived areas between the ages of three and five who are not attending kindergartens, and orienting and training parents and community so that they will participate in the complementary education system benefiting the children under six years of age.

There are different kinds of special programs, differing in implementation, activities and methodologies, given that they adapt to the needs of the locality. In an attempt to broadly classify them, we can distinguish two types:

a) For Children

For poor children of three to five years old from rural or marginal urban areas, at '*Programas no Escolarizados de Educacion Inicial*' - PRONOEI's (Non-Scholarly Programs of Preschool Education). The main characteristics of these are their flexibility, participation of parents, and integral attention to children. The '*animadora*' (teacher) follows the objectives of the national curriculum and together with the parent, they discuss activities to be done at home which compensate for not sending the children to kindergarten. The teacher receives a short training by a '*Docente Coordinadora*' who is a specialist on the field and is in charge of several PRONOEI's in the area. The methodology and approach used varies from one PRONOEI to another given that it is locally based. These programs are considered to be a good alternative. Nevertheless, they need more resources to keep running.

b) For Parents and the Community

These services encourage parents to take action and participate actively in projects to overcome the factors affecting mainly young children. They motivate and orient parents to work hand in hand with the PRONOEI's and the '*docente coordinador*'. One program of this kind is the '*Programa Integral de Estimulacion Temprana con Base en la Familia*'- PIETBAF (Integral Program of Early Stimulation based on the Family), which aims to make parents aware of the importance of taking good care of the children under six, promoting a good overall development. Actions take place at home with the advice of the co-ordinator. A second program is PAIGRUMA- '*Programa de Atencion Integral en Grupos de Madres*' (Program of Integral Attention for Groups of Mothers). It is directed specifically to mothers of young children in poor suburbs or '*barriadas*' and aims to train them on how to best look after children under three, concerning health and nutrition. Again, the organising, planning and actions are carried out with the support of the co-ordinator.

Finally, another important initiative introduced by the Ministry of Education in 1994 are the '*Wawa Wasi*'s'. Their aim is to provide day care for children of working mothers, under the age of three. Under strict supervision of a co-ordinator sent by the Ministry, mothers are helped to organise themselves in taking turns to take care of the children in the community. This program has been very successful, taking care of 56% of the children under three who attend some type of day care (Foro Educativo, 1996).

Having analysed the Peruvian educational provision for preschool children and the current legislation, Chapter II will cover the same aspects on education of the under six in England.

CHAPTER II

CHILDREN UNDER SIX IN ENGLAND

Educational provision for the young child in England is diverse and extensive. The age group on which this field research is focused is five year olds in Peru and England. In Chapter I, all children under six were labelled as preschool children because even though children at five can already be in school in Peru, formal primary education by subjects does not begin until they are six. On that basis, provision was analysed and legislation and the situation of young children from birth to six years old was described. The English case is different, given that five year olds are introduced to formal schooling through a national curriculum which is strictly followed in all state schools. For this case, five year olds can no longer considered to be preschool children. Nevertheless, this chapter will analyse, as has been done for the Peruvian case, educational provision available for children under six. Also included is a brief historical background which will take the reader quickly through the origins of preschool education provision, before analysing the more recent and current legislation concerning the education of children under six years of age. Children with special educational needs are not considered.

2.1 Definition

Unlike in Peru, there is no clear definition of preschool education in England. Provision is complex and varied. It will be described throughout the remainder of this chapter.

2.2 The Development of Preschool Education in England

In England, the idea of infant education for children aged two to seven years was developed in the first decades of the nineteenth century. Education was not available to all children as it is today. Children from wealthier families were educated at home by a governess or tutor, then in private schools. Middle class parents were seeking new ways to educate their young children. The most famous innovator of that time was Robert Owen, whose school at Lanark was the first infant school in Britain. In 1816, he established a workplace nursery at his factory for the children of his employees, and his initiatives allowed mothers to go back to work. He saw education for the poor as an instrument for social change, as education in the early years would help form future citizens. Unfortunately, his ideas had very little influence on state provision.

During late Victorian times, middle class parents were sending their children to Froebelian kindergartens or employed Froebel trained governess. Until 1870 it was generally accepted that children would not begin their elementary schooling until the age of seven. But the 1870 Elementary Education Act introduced compulsory school attendance for five year old children and formally included the infant stage of education within elementary education for the first time. At that time, Britain's policy differed from that of the rest of Europe and America. Nevertheless, children below this age were not excluded. Babies' classes were common, large numbers of two, three and four year olds were in classes in elementary schools, the formal type of education, unsuitable for this age group, because of the lack of public nurseries. In the late 1870s, 43% of children aged three to five were attending elementary schools in England and Wales (Whitbread, 1972). In 1905, as a result of a report by the Women Inspectors, the Board of Education separated nursery from elementary education, recognising the need for nursery education and establishing state funded provision for the under fives. Nevertheless, progress in this respect was very slow. At the time, the ideas of the Mc Millan sisters, Maria Montessori and Susan Isaacs, together with Froebel, became increasingly influential.

During the First World War there was a boost for nursery education because women were needed to work in factories. As soon as the war was over, nurseries were closed down again and children went back home to their mothers who, according to the prevailing philosophy of the time, were supposed to stay home and take care of their children. Mothers who did work had to leave their children with a minder. In 1918, a new Education Act made provision for two to five year olds non-statutory, left to the discretion of individual local authorities. Education for this age group was not given priority and 'only 15.3% of the under-fives had places in any form of maintained school' (Smith, 1994, p.6). Then, during the Second World War, again, there was an expansion of preschool education as women were drawn into the workforce to replace men. This was once again dismantled at the end of the war in 1945.

The Hadow Reports came out in 1931 and 1933, at a time when some playgroups and baby minders were looking after children in bad conditions. 'The teacher was generally an old woman and the classroom was her kitchen, often closed, crowded and dirty' (Kent and Kent, 1970, p.20). The Report stated that the ideal place for the preschool child was an ideal home and when it couldn't be provided, children would largely benefit from nursery schooling for health and educational reasons. The 1933 Report concluded:

'We are of the opinion that the nursery school is a desirable adjunct to the national system of education and that in districts where the housing and general economic conditions are seriously below the average, a nursery school should, if possible be provided' (Ibid. p20).

In 1944, there was a great educational reform introduced, the so-called 'Butler Act'. Its greatest achievement was universal secondary education, but it also made provision, like the 1918 Act, for nursery schools. It required Local Education Authorities to plan with regard to the need 'for securing that provision is made for pupils who have not attained the age of five years by the provision of nursery schools or, where the authority consider the provision of such students to be inexpedient, by the provision of nursery classes in other schools' (Whitbread, 1972 p.110). Nevertheless, the expansion of nursery education did not

occur as expected because the cost of implementing provision for secondary education (prioritised by the Act) and higher education was great and insufficient was left to invest on preschool children.

Later on, the Plowden Report 'Children and Their Primary School' (1967) had the task to examine how far the intentions of the Hadow Reports had been carried out. It recommended that there should be a large expansion of nursery education for children over two, on a mainly part-time basis, suggesting that by the late 1980's nursery provision catered for 90% of all four year olds and 50% of all three year olds (Curtis, 1991). It accepted for the first time the principle of nursery education on demand, 'recommending that it should not start until the age of three and should be part-time, on the grounds that a whole day away from home was inadvisable for young children' (Pugh, 1988, p.3). This would continue until they were six. Concerning primary education, the report emphasised the need to change the teaching style and move away from the teacher-centred approach, towards a child centred one, generating pupil motivation. Also considered was the reduction of class size to a maximum of thirty students per class. But the only recommendation to which the report gave absolute priority was that extra resources should be allocated to improve the provision of nursery and primary schools in areas of particular deprivation.

In 1972 the White Paper '*Education: a Framework of Expansion*' advocated that recommendations from Plowden should be implemented as soon as possible (DES 1972) and especially concentrating on 'Educational Priority Areas', mainly large inner cities, in order to compensate for the effects of poverty and overcrowding because it was believed that the effects of social deprivation could be removed by early intervention. It recommended the provision of nursery school places for 50% of the three year olds and 90% of four year olds by 1981 (Morrow, 1989). But again, education for children under five did not develop much since there were subsequent cuts in government expenditure and the provision and quality of education for the young child was still under debate. For the rest of the 1970's and much of the 1980's, preschool education was not given priority because of the pressure to allocate

resources available to meet the requirements of compulsory education. In fact, the 1980 Education Act removed from local authorities any obligation to provide nursery education, emphasising the discretionary nature of the service (Pugh, 1988).

2.3 Legislation

2.3.1 The 1988 Education Reform Act and the National Curriculum

The 1988 Act introduced several crucial changes to the education system in England and Wales. The introduction of a National Curriculum for the first time, the testing of children and publishing of league tables with the results of assessment, creation of new types of schools, increased parental participation and choice by open enrolment and changes in local management of education, are some of the major changes introduced. For the purpose of this dissertation, the national curriculum will be analysed in more detail, given its implications for the education of young children. The Education Reform Act laid down that every pupil in the state maintained sector (not in fee-paying schools) would follow a national curriculum that 'will guarantee that all pupils will receive an education which is broad, balanced and relevant to their needs and set in a clear moral framework. It will prepare them for adult responsibilities and work' (DES, 1988, p.1). For the first time, children entering school were to follow a national programme of study. Before it:

'The curriculum ... was largely the responsibility of teachers and head teachers. In the primary schools class teachers, in consultation with the head teacher and with each other, would decide what subjects should be taught, by what means, what the specific programs of study should be and the work should be assessed' (Coulby and Bash, 1989, p. 54).

For the primary aged children five to eleven years (it does not apply at the nursery level), there are three core subjects: English, Mathematics and Science, and seven foundation subjects: Information Technology, Art, Music, History, Geography, Physical Education and Religious Education. The Act does not specify what percentage of school time each subject

should take nor how much time should be devoted in total to core and foundation subjects. Four stages for different age groups were introduced, known as key stages. Key stage 1: from 5 to 7, key stage 2: from 7 to 11, key stage 3: from 11 to 14 and key stage 4: from 14 to 16. At the end of each key stage, assessment would be particularly helpful to ensure that parents and teachers know how well children are doing against 'attainment targets' or objectives set for each stage. Results of national assessment would be published on League Tables, ranking schools in terms of their performance. At age seven publication of the test results should be available only to the parents of the pupil concerned, but the decision was to be made at the discretion of each school. The insistence that results should be published was seen as an attempt to introduce cost-indicators and competition into the education system. These would, it was supposed, allow the consumers (parents) to measure the effectiveness of school against school (Ibid. 1989).

At the time when the National Curriculum was introduced, much research had been carried out evidencing problems in primary education. Several HMI reports, in 1978, 1982 and 1990, and other studies showed that there was an unsystematic approach to assessment and record keeping, undemanding work in geography, and history was being carried out and that the teaching of science was of bad quality (Anning, 1995). These government documents enhanced the role of subject knowledge as central to the reform process, exhorting teachers to go 'back to basics'. The National Curriculum is described in terms of subjects, but it is not envisaged that it should be delivered that way. In fact, a cross-curricular approach would be more appropriate for young children at key stage 1. Topic work can be effective if it focuses on clearly defined and limited number of attainment targets (Smith, 1994).

2.3.2 A Curriculum for the Preschool Child:

In England, there is no commonly agreed or centrally defined curriculum for children under five given the existent range of provision and aims in each of the different settings.

The National Curriculum begins during the first year of compulsory schooling, when the children are already five. Nevertheless, the pioneering work of educators such as Maria Montessori, Susan Isaacs and Margaret McMillan, became increasingly influential in developing especially designed curriculum, based on the development, interests and needs of the young child. Recently in England, as Elizabeth Smith (1994) suggests, there has been research carried out and several government reports support the view that 'a curriculum for the under fives is both realistic and desirable' (Ibid.81). The '*1988 Report on Education and Provision for the Under Fives*' by the Education Arts and Science Select Committee, examines the needs of the under fives and the way these could be met. It also states that it should be the objective of both central and local government to ensure the expansion of provision of nursery education until it is available for all three and four year olds whose parents desire it for them. About the curriculum for the early years, it mentions that its aims are basically the same as those for any other phase, but places emphasis on care, an issue not present on the National Curriculum. In fact, care and education are complementary and inseparable for the very young children.

The content of a preschool curriculum has also been widely discussed. An HMI report: '*The Education of Children Under Five*' (1989) recommended that curriculum planning should be based on nine areas of learning and experience: aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological. It acknowledged that these were not separate and that knowledge, skills and understanding could be combined in a variety of ways across these categories. Also in 1989, the Early Years Curriculum Group expressed a set of principles that should guide the early childhood educators practice such as: considering that education at this age is not a mere preparation for the next stage of formal education, that learning should not be compartmentalised under subject headings, emphasising autonomy and self-discipline, considering the child's self-motivation and self-initiated learning through first hand experience, and the importance of interaction between the child and the environment. Much of this is based on purposeful play, which should not be considered an unstructured activity.

In Britain, due to the lack of a National Curriculum for early childhood, different models and approaches are being used such as the Highscope curriculum, which originated in America during the 1960's, of a 'cognitive' type, organised around key experiences. Other approaches to the curriculum have been those proposed by Maria Montessori and Rudolph Steiner. Whichever approach is used, the program or curriculum for children under five should lay the foundations for the later learning of the National Curriculum, but not under the pressure to introduce the program of study of the National Curriculum. Nursery schools and playgroups should be providing plenty of pre-reading, pre-writing and pre-number experiences. Much concern has been expressed about the 'appropriateness' of an infant curriculum for the four year old child, especially in relation to the introduction to formal skills. As the 1985 Government White Paper 'Better Schools' warns:

'Very young children can be introduced too early to the more formal language and number skills and they miss essential exploratory and practical work through which a good nursery provision forms a sound basis for later learning' (Para. 126).

More than a decade later and after the introduction of the National Curriculum, the same concerns are expressed by Audrey Curtis:

'There is no doubt that the National Curriculum, with its subject based approach and its emphasis upon assessment and evaluation, has put pressure on the upon early childhood educators. This, combined with the introduction of Baseline Assessment for children shortly after their entry into primary school, has made many early year workers feel that they need to be assessing children from the time they begin in the nursery in a formal way, not the informal approach which is part of a good practice' (1988, introduction).

And sharing the same point of view, Vicky Hurst writes for the Journal '*Early Education*':

'Since 1988 the developmental aspects of education in the early years have been progressively forced further and further away from the main focus of attention in the interests of the implementation of the National Curriculum.... The impact of the National Curriculum and its assessment in the years between five (and often much

earlier) and eight has been very damaging for our youngest children in compulsory schooling....The National Curriculum cuts across the early childhood phase separating the under fives from the five to eight year olds. The result of this is that the children in infant schooling experience a subject based curriculum linked to that prevailing in the junior and secondary age phases under the National Curriculum' (Vol. Spring 1995).

In 1996, the School Curriculum and Assessment Authority SCAA issued a set of guidelines: the '*Desirable Outcomes for Children's Learning*'. They are based on six areas of learning: personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. The 'Desirable Outcomes': 'specify goals for children's learning on entering compulsory education. They provide a foundation for learning across the subjects of the National Curriculum and religious education in key stage 1' (SCAA, 1997, p.4). And in Curtis's (1998) point of view, they constitute a 'danger of placing children in a subject-based learning before they are five' (introduction). These outcomes have been designed to link closely with the National Curriculum, defined in terms of subjects and summative assessment. For that reason, Ruth Waters (1995) also criticises them:

'BAECE (British Association of Early Childhood Education), in its response on behalf of members, did not agree that the proposals were desirable nor did they represent an appropriate range of learning within each area. In general, BAECE considered the concept of 'desirable outcomes' somewhat narrow and limited ... there is a danger of children under four being drilled in the alphabet by unqualified and unskilled workers ... there should be a greater emphasis on physical movement and creativity as key areas of young children's learning.... There is too much stress on measurable features and not enough on the observation of children's interests and needs, which is the starting point for effective practice' (Early Education Journal, Vol. Winter 1995, p.3).

The '*Desirable Learning Outcomes*' are linked to the Nursery Voucher Scheme because places wanting to register for the scheme had to prove they were able to work towards them through the curriculum offered. These vouchers were launched in 1995 to pay for nursery education and gave purchasing power to some parents. They were strongly controversial (Anning, 1995) because nursery education was not necessarily made available

to families on low incomes. The idea was that the market forces would produce nursery provision that the state was unable to finance. But the value of the vouchers was worthless in areas where no provision existed, areas with a shortage of trained personnel and where access is a problem.

2.3.3 1989 Children's Act:

The Children's Act came to force in October 1991 making 'radical changes in the law relating to children ... a new integrated and comprehensive framework has been set up to ensure the welfare of all children' (Advisory Centre for Education, 1992, p.4). It establishes rights and responsibilities and demands new ways of working with the under fives. It emphasises family support, and partnership between local authorities and parents. Its overall philosophy of is to protect children from harm, abuse and neglect. It specifies the standards in day care services and lays down requirements for registration and inspection, stating that all day care providers for zero to eight year olds must be registered with the Social Services Department and the local authorities have the duty to inspect the premises and quality of care and education at least every three years, across maintained and private day care, nurseries, childminders, playgroups and maintained and independent education nurseries. It also sets an outline describing some qualities that adults working with young children must have, such as: previous experience in the field, special qualification or training for working with young children, ability to provide care, commitment, physical health, mental stability, integrity and flexibility. It also includes specifications about the setting of safety standards, space, access, hygiene and welfare. Smith (1994) states:

'The Children's Act represents a significant progress in the ways in which we should regard and treat children in society. It also gives support and direction to anti-racist education and anti-discriminatory practices.... It places a duty on the public purse to inspect and review all forms of private provision to ensure standards and promote accountability' (p. 41).

2.3.4 The Situation of Preschool Children and their Education in England:

Nearly all children stand to benefit from some attendance at school before reaching the compulsory age provided that what the school offers is appropriate to their age and stage of development. For many children under five, appropriate provision develops their cognitive and social skills and so facilitates progress in the early years of compulsory schooling. For other children with special needs, for example those with physical or emotional problems or other learning difficulties, nursery education is particularly beneficial. The first long-term British study on the effects of preschool education, by Osborne and Milbank, concluded:

‘Therefore, our assertion is that adequate pre-school provision can improve the quality of life of young children, and their families; this conviction is given further support by the evidence we have presented that pre-school education will in most circumstances aid the child’s development, increase his educational potential and in the long run his overall performance’ (In Smith, 1994).

As the Government White Paper *‘Better Schools’* states, many children before they begin school attend a preschool playgroup, and these vary greatly in purpose, scope and quality (DES, 1985). But their success in developing cognitive and social skills is heavily dependent upon the personal qualities and experiences of those who run them, and on the commitment and involvement of parents.

Smith (1994) also asserts that there is a significant variety in the quantity and quality of provision for the under fives for different social groups and in different social areas of the country. About **quantity** of provision, she writes that there tends to be a higher concentration of publicly funded provision in urban areas, whilst in rural areas it tends to rely more on local initiatives. Gillian Pugh (1988) in her survey of local authorities, also identifies ‘despite some interesting initiatives in recent years, levels of provision show considerable variation between one part of the country and another and are seldom seen as adequate by local families’ (p.1). In terms of **access**, ‘for the under fives, the general shortage of provision particularly with appropriate facilities and professional skills, has meant that not all children

are getting the quality of experience and support that they require and deserve' (Smith, 1994, p.31). Looking at **quality**, research and reports have identified several factors influencing the quality of preschool education. '*Aspects of Primary Education*' (DES, 1989), names the following: inadequate funding, insufficient training, low status of the under fives workers, and failure of policy at local level. As we have mentioned earlier on this chapter, there is no agreed national policy about what preschool provision should be like. The curriculum offered to children in different settings varies considerably, and can directly influence the quality of the educational experience.

Concerning the early educator's **training**, there is also great diversity. Some settings do not require any formal training whilst others have clearly defined criteria. Adults with different backgrounds will have varying perceptions of their role, of children's needs, and of the aims and purposes of early childhood education. There are courses at different levels, from a two year course to train a nursery nurse, to four years to become a teacher. In this respect, the Children's Act (1989) stresses the importance of improving training and career structures, as well as recognising the complexity of working with young children.

In England, there are two main groups of professionals working with young children: **teachers** and **nursery nurses**. Besides these professionals, there are a number of other groups who work with young children and whose training is at a lower level. Students wishing to become **teachers** in the early years of schooling receive their training in either polytechnics or institutes of higher education, or at a university department of education through four years of study which lead to the Bachelor of Education degree. Those who hold a first degree or the equivalent may undertake a one-year course leading to the Post Graduate Certificate of Education for primary and secondary teachers. **Nursery nurses** take the examination of the Nursery Nurse Examination Board, which offers courses at pre-diploma and diploma levels, which can be completed within two to five years. There are also short courses available provided by the local authorities social services departments.

In 1990, the DES report '*Starting With Quality*' (The Rumbold Report) was published. It addressed the need to consider ways of improving both quality and quantity of the educational opportunities available to the under fives. Some of its recommendations are: all staff should have a clear view of a curriculum framework and develop a team approach when planning for the young children, a staff pupil ratio of not more than 1:13, a curriculum which emphasises first-hand experiences and which views play and talk as a powerful means for learning partnership with parents, the learning environment, and the co-ordination between services and providers.

2.4 Structure of the System:

'Provision for children under statutory school age is varied and complex, nowhere in the world can one find such a diversity of provision, both in the statutory and the voluntary sector as exists in England and Wales' (Curtis, 1991 introduction).

Compared with other countries, England has a long tradition of infant and nursery education. For more than a century, education in terms of formalised state provision does not start until the child reaches her/his fifth year, a year or more earlier than other countries. Parents have the right to keep their children at home until the term after they are five, but few parents exercise this right. This early start has affected the way in which educational provision has developed. In this country, there are three main sector providers: the public, the voluntary and the private sector, and there are differences and variety in provision within the three. All have different priorities, objectives, philosophies and values. But frequently their areas of influence overlap. What follows is a description of provision within the three sectors.

2.4.1 The Public Preschool Sector

This is the government funded (maintained) sector and includes a wide range of provision funded at national level by three government departments: Department for Education, Department of Health and Department of Social Services, separately or jointly. It includes the following:

a) Nursery Schools and Classes:

Some local authorities have provided nursery schools and classes for the under fives. As it is non-statutory, provision is left to the discretion of individual authorities and admission is open to anyone living within the catchment area and no fees are charged. But they have few places, so there is strict criteria for admission and children 'at risk' or in 'special need' are given priority.

Nursery schools are separate institutions and have their own headteacher, who will be responsible for the liaison with parents, outside agencies, and the schools to which the children will proceed. The adult-child ratio is 1:13 and the staff consists of trained nursery teachers and nursery nurses. They offer a secure and relaxed environment for young children with plenty of play opportunities, a curriculum which is based on the needs of the age group, and there are no 'formal lessons' as such. They operate on a termly basis, and offer free places for the children from two to five years old. The hours are the same as local schools, and where attendance is part-time, children may attend in the mornings or afternoons. Nursery schools in Britain have been regarded as providing good education and for that reason demand for places tends to outstrip supply.

'In 1992, there were 630,000 children in England below compulsory school age in maintained nursery and primary schools. Of these, 330,000 (52%) were in nursery schools and classes' (Smith, 1994).

There may also be a **nursery class** attached to an infant or primary school. The demand for them is growing due to the shortage of state nursery places. They are also cheaper to establish and children experience less transition trauma at the age of four or five when they enter formal schooling. They would normally have a teacher in charge of the class, who will not necessarily be qualified to teach young children of preschool age, with nursery nurses as the remaining staff. The children attending might proceed to the reception class in that school, or transfer to another school, which might not have a nursery class attached. Attendance at these may also be full or part-time.

b) Local Authority Day Nurseries

These are run by Social Services and are inspected regularly. Because a day nursery provides all day, all year care, it closes only two weeks per year for cleaning purposes, for children from as young as two months to five year olds. It has to fulfil extra requirements and be fully equipped. They offer sessional (three hours) or full day care from 8am to 6pm. Traditionally, day nurseries have placed emphasis on care rather than on the education of children. They also have an admissions policy and as a result, they address the broader needs of the socially disadvantaged family. Their 'in need' criteria covers a range of problems, like children experiencing stress, behaviour problems, unsatisfactory home conditions, neglect, physical, sexual or emotional abuse, and children with special education needs. It is now believed that they are not providing appropriate education for the older children because they are emphasising care and compensating for educational stimulation.

'Research over the last few years has demonstrated that many day nurseries were not giving appropriate and challenging experiences to the young children and their care' (Curtis, 1991, p.10).

At local authority day nurseries, fees are charged but they can be reduced or eliminated based on parents' ability to pay. The adult:child ratio varies according to child age.

The average is 1:3 for small babies and 1:4 or 1:5 for older children. The staff consists of nursery personnel, qualified by the Nursery Nurse Examination Board. They may also have a teacher present all or part of the day. But recently, due to shortage of trained nursery personnel, they have been forced to employ untrained staff. Nevertheless, at least half of the staff should be properly qualified in day care, early childhood education, social work or children's nursing.

c) Family Centres

Family Centres are run by Social Services Departments and have the same staffing ratios and training requirements as day care nurseries. They offer a range of services for parents and children. Some provide after-school and holiday care, but their main function is to give parents information on nutrition, health and family planning. In general, they provide advice and support for the whole family. Others will run parent craft and adult education classes.

d) Combined Nursery Centres:

These constitute an attempt to combine the best elements of day care and education to create a more broadly based, flexible service. They are jointly funded by the Local Education Authorities and by local authority Social Services Department. They provide all day care from 8am to 6pm or part-time care, and are open all year round for children aged a few months to five years. They are run by nurses and teachers, and at least 50% of them should be properly qualified in early years teaching, nursery nursing or child care. They also charge fees according to parents needs but, in contrast with the day nurseries, they allocate places to children in the local community and not just those in need or at risk. Parents are urged to become involved in the activities of the centre and to take part of the adult education programs.

2.4.2 The Voluntary Preschool Sector

The Voluntary Sector is government-funded and strictly fee-paying but they have substantial degree of autonomy from public authorities.

a) Playgroups

Preschool playgroups cater to children of two and a half to four years of age. Initially, the intention was to care for children who were not included in state provision because of insufficient supply, and to dismantle them later on when the state caught up with the demand. Their success was such that they have been established as a permanent feature of preschool provision in education, but they are not spread evenly across the country. They are more likely to be concentrated where there are fewer nursery schools and classes (Clark, 1988). Most playgroups operate only on a part-time basis. It is common for children to be offered three hour sessions for only three or four mornings a week. The demand is greater than the supply, so parents have to accept less than the ideal number of hours for their child, and they are encouraged to stay and participate of the activities.

The playgroup movement started in 1961 and in 1962, the Pre-School Playgroups Association (PPA), a national voluntary organisation was constituted to support parents who wanted to establish playgroups at a time when state nursery provision was minimal. They provide support, encouragement and education for parents, in the form of advisers and courses and promote community situations in which parents can come together to discuss and meet some of the needs of the children. Around 80% of playgroups are affiliated to the PPA (Smith, 1994). Audrey Curtis (1991) adds that they play an important part in preschool provision in Britain 'since they offer low cost, flexible conditions, side by side with the state provision, enabling parents to have a real choice' (p.13).

Playgroups have expanded at a rapid rate. In the late 19780s, at least 35% of all the three to four year olds were attending playgroups. (Pugh, 1988). Audrey Curtis asserts that in 1991 there were 18,000 playgroups in the United Kingdom. And the number of places provided in 1990 was 407, 000 (Smith, 1994). They can be found in church halls, community centres, private houses or spare classrooms in primary schools. They have to share premises with other groups because they seldom have exclusive use of premises and are funded by a combination of fees, grants and fund raising. They are run by volunteers and their supervisor may be an experienced teacher or a mother with lots of enthusiasm and a PPA Foundation Course consisting of 120 hours of basic study. The experiences they offer are certainly educational and most of them offer a stimulating play environment, because the playgroup movement believes that in these early years, the foundations for later learning need to be established, but they will not approach the teaching of reading, writing or number.

'They provide paper and pencils but do not formally help the children to write their name; they offer a wealth of stories and rhymes but don't teach the child to read words for herself' (Morrow, 1989, p.34)

Children play with sand, clay, water, do painting, cutting and pasting, and activities of this kind. Janet Cormack describes the activities that take place at playgroups the following way:

'If you work with under-fives, you may have a picture of a group of children with several playleaders and parents helping to run a two or three hour session which will include educational play with paint, dough, water, puzzles, books, climbing equipment and so on, as well as time for refreshments, songs and a story together. This is the picture that the Pre-School Playgroups Association promotes, as in reality it is what pre-school provision means for 52% of three and four year olds in England and Wales' (Early Education Journal, Vol. Autumn 1990, p. 11).

b) Parent and Toddler Groups

These groups cater to parents with children under the age of three and they must stay with them because they remain in charge of their children. Parent and toddler groups are provided by a range of organisations such as the PPA, church and other charitable groups. In the past, they have been given several names such as: 'Mother and Toddler groups', 'Family Groups', 'The Under Three Club', 'Mother and Baby Group' or 'The One O' Clock Group'. The groups meet in clinics, public halls, playgroup rooms or private homes, usually once a week for about two hours and are popular among new parents because they provide a good opportunity to make friends and share the problems and pleasures of parenthood while the children play with their peers.

Unlike playgroups or nurseries, these they do not need to be registered with the Social Services Department and no official safety regulations, health standards or play recommendations apply to such groups because the parent always stays with the child. It is up to the discretion of the parent to decide whether these are safe or suitable. All parents in the group have to assume a fair share of the responsibility like fund raising for new toys, painting the place, or cleaning, and there is a small cost to participate in it. Some parent and toddler groups will establish 'Baby-Sitting Circles'. The parents baby-sit for each other, sometimes operating a points or credit system. Some groups operate a toy-lending scheme, in that way, each child can take home a variety of toys.

2.4.3 The Private Preschool Sector

The private sector includes all fee-paying forms of provision which are a private arrangement between the parent and the service provider. The non-maintained sector includes:

a) Childminders

This is the oldest form of care for children outside the home. They grew out of the tradition of local people meeting local needs. It offers the nearest alternative to the child's own home, with a degree of intimacy and security which is hard to achieve in large nurseries. Children build up a relationship with one adult and it is particularly beneficial for children under three needing care. This is a very common alternative for mothers who work. The hours provided by the childminder are likely to be more flexible than those offered by a nursery unit and they provide all day care throughout the year for limited numbers of children. Childminders have to be registered with the local authority and they are governed by the Nurseries and Childminders Act of 1948 (amended in 1968). As Curtis (1991) suggests, in 1990 there were 83,904 places registered in childminders, but the majority of them are still non-registered, where payment is given directly to the minder by the parent and there is no predicted rate of pay, it is completely up to the childminder. Registration of childminders is restricted to children under five. They are regularly supervised by the Child Minders Officer (appointed by the Social Services Department), who conduct checks on safety and hygiene.

Childminders also have their own professional organisation, the National Childminding Association, formed in 1977, originally as a support group and now as well as offering advice, it acts as a link, co-ordinating between the childminder and the local authority departments. The childminder is defined by Margaret M. Clark (1988) as a 'person who cares for children other than their own in their own home, for reward' (p.122). The childminder does not need to have a special training, which has helped to perpetuate their low status, but they will be encouraged to attend a pre-child minding course or an Open University Course. They provide a very important service and can be a good alternative for parents. About them, Jan Morrow (1989) asserts:

'Childminders must be among the great unsung heroes of our age. They do not work in prestigious nurseries but quietly in their own homes. They receive very little public recognition and low rates of pay. But without them, many parents would be unable to

return to work knowing that their children are being happily looked after by a warmly caring and supportive minder' (p.27).

b) Private Nurseries

These include independent schools, private day nurseries and workplace nurseries, catering for children from birth to five years old and offer full or part-time care. They generally claim to have a distinctive educational emphasis, making an attempt to teach the basics of reading, writing and arithmetic, so they tend to have a qualified teacher and a nursery nurse with a ratio of 2:26 (Smith, 1994). They have to register with Social Services and are inspected under the terms of the Children Act and meet various standards of space and other facilities and equipment. They are all fee paying, profit-making organisations. Nevertheless, workplace nurseries may be subsidised by the employer. Private nursery schools have been increasing in number recently. It was the fastest growing sector in the 1990s, catering to about 2% of the under fives, double that in the public sector (Ibid. 1994).

2.4.4 Infant Schools and Primary Schools

Statutory age for starting school is five years but most children enter school before they are five. Some enter an infant school that caters to children up to age of seven while others go to a full range primary school for children up to eleven. There is no fixed date of entry but children enrol at the beginning of the school year in which they will be five, the beginning of the term when they are five, or not until they are five. An increasing number of under fives are in the infant classes of primary school. In 1989, 60% of all four year olds attending some kind of educational setting were in infant schools (Pascal, 1990). It has also been long accepted that children are admitted to the reception class of a primary school when they are rising five (those within one term of their fifth birthday), resulting in admission of children who are barely four into a class of five year olds.

'LEAs have, over several years, increasingly allowed children to enter school from the age of four years. So significant has this movement been that there are now more four year olds in infant classes than in nursery provision' (Bennet and Kell, 1989, p.1).

Upon entrance, it is common that primary schools will conduct initial assesment of the children, in order to determine their starting points for learning. An OFSTED report: '*First Class. The Standards and Quality of Education in Reception Classes*' (1993), identifies that out of the 88 Primary Schools visited, there were good examples of close co-operation and links between the schools and nursery provision which gave valuable information about individual children. In general, the report recognises overall satisfactory work being carried out in reception classes.

The hours of attendance are from 9am to 3:30pm with a long lunch break. The school year is divided into three terms with two weeks holiday at Christmas and Easter and six weeks holiday in the summer (mid-July to August). There are about twenty-five pupils per teacher, and only in some schools do the teachers of the youngest children have a helper for a few hours a day. There is automatic promotion, children do not repeat a year, except under very exceptional circumstances. The National Curriculum is followed at state or public schools at classes for five year olds, and to a certain extent at private ones.

In this way, educational provision for children under six years of age has been described, as well as the current legislation and historical background. The next two chapters present the case studies from the two countries chosen, Peru and England.

CHAPTER III

PERUVIAN CASE STUDY: COLEGIO TRENER DE MONTERRICO

Visits to Trener school took place on the second and third weeks of December, 1997. This was the end of the school year in Peru. For this reason, the activities observed related to the end of the year, Christmas and the coming vacations. The time was not the most suitable: teachers were busy writing up final reports, students were tired, and the beginning of a hot summer affected the whole atmosphere at school. Fortunately, teachers and parents were extremely helpful, by filling out and returning the questionnaires (eight out of ten teachers and sixteen out of twenty five parents). The teachers and parents questionnaires are included in Appendices I and II. Also the head teacher provided useful documents about the school, as well as a forty five minute interview at the busiest time of the year. It is also important to consider that the writer worked at Trener School for two years. This made it easier to establish the links and carry out research there, as well as the advantage of being familiar with the philosophy and methodology of the school.

This chapter will show the research carried out at Trener School, Lima, Peru at one of its kindergarten classes; Kinder E with 25 children (12 boys and 13 girls), using participant observation, interviews and questionnaires to the parents and teachers (5 class teachers and 3 helpers). It would be impossible to use all of the information provided by parents, teachers and the head teacher. Consequently, the answers to the questionnaires have been selected to illustrate the main points being made. In other cases, abbreviated versions of information collected have been used.

3.1 The School

Colegio Trener de Monterrico, Lima- Peru, was founded in 1994 by Oscar Trelles, Jorge Trelles and Dante Nieri. It began with kindergarten and first grade only, growing as the children move to the following year. Even though currently (1998), the founding class is only in 4th grade, when the school is completed, its structure will be the following:

Infant Section - Kindergarten (4 and 5 year olds)

1st and 2nd Grades

Primary Section - 3rd, 4th and 5th Grades

Middle Section - 6th Grade and Secondary Years I and II

Secondary Section - Secondary Years III, IV and IV

Since the school was founded, the school has had one head teacher (General Supervisor). It is a mixed, Catholic (but not religious) school. There are five kindergarten sections: Kinder A, B, C, D and E and the number of children per class will not exceed twenty five and thirty in the other years, with two teachers per class up to second grade. The total number of pupils in the school is 341 in 12 classes. The admission process consists of two evaluations of the child, one individual and one in a group setting. Children will be assessed on their maturity on different areas, and on attitudes towards and the way they interact during groupwork. Also important in the admission process is an interview between parents and the head of the school. As all private schools, it is fee-paying (approx. US\$ 250 month) and there is also an admission fee (US\$ 2,500). Children are only admitted once a year, in March and the school year runs from March to December, with two weeks vacation in July-August, one in May (at the end of the second term) and one in October (at the end of the

third term). Pre-kindergarten children must be four by March and kindergarten candidates must be five before the beginning of the school year.

A distinctive feature of this particular school is that four and five year old children are together in the same class (pre-kinder and kinder children). At the end of the year, kinder children will proceed on to first grade and the pre-kinder's will stay for one more year in the kindergarten class with new pre-kinder children. This is part of the school's philosophy of creating a natural learning environment. Younger children are motivated and stimulated by the older ones and later learn to be tolerant, patient and sharing. At the same time, the younger children help the older ones. They will be separated for English class because it is commonly the case that for four year olds, it is their first contact with the language while five year olds will have had at least a year of preschool somewhere else and some exposure to English too.

Kindergarten children are in school from 8:30am to 12:30pm and after that time, several workshops (or after school clubs) are offered which are optional (once or twice a week) for an additional cost. Examples of some of these are football, swimming and other sports, ballet, cooking, art and games. Also after school hours, some children who are not performing satisfactorily, will have '*nivelacion*' classes, meant for 'slow learners', to help them 'catch-up' with the rest of the class without having the parent to worry about private tutoring. There is no compulsory school uniform. There are school T-shirts and shorts available for parents to purchase but their use is optional.

3.2 Ethos and Method

New teachers at Trener School are given special training on the school's methodology and philosophy. They also have to observe several lessons before they begin teaching. The head teacher explains why Trener School is not a 'conservative' school: *'From the beginning, we didn't want to be a conservative school. We have seen that pupils graduating from those schools face many difficulties when it comes to higher education. It is very difficult to get into a university in Lima and when they face the entrance examination, they realise they learnt very little at school. This is because these schools formulate their curriculum and deliver it from the adult point of view, their view of a child is that of an adult in miniature. They don't encourage critical thinking. They expose children to 'formal teaching' without allowing them to think, give their opinion and mature. Contents are stressed and children's minds are filled with dates and names that have no meaning at all.... We emphasise communication skills first (this is one of the reasons why children call us by our first names) and motivation. Activities are formulated and presented to children in a motivational way. There will always be a purpose to what they do and they are aware of it.... We have decided to leave some contents for later and instead provide the child with the opportunity to develop his own personality, to socialise with other children, acquire certain basic skills and only then he will be ready to be exposed to the 'formal' contents of the curriculum, not the other way round'.*

The school is very concerned about the way the curriculum is delivered to its pupils. Its methodology is related to *Constructivism*, which has only recently begun to be implemented in a few schools in Lima. Following this approach, the curriculum is carried out

by 'Projects' a set of activities that have a theme or topic interrelating them. Children are expected to participate actively in the planning of the project, i.e giving their ideas, suggesting activities, carrying them out and assessing the project and their performance in the end. Every pupil participates from the beginning to the end of a project i.e. from the planning stage to the final assessment. Working by projects has many advantages: *'They provide an excellent motivation for our students, allow them to express their ideas, to consider their interests, their self-esteem goes up because their ideas are being heard, they learn how to work in groups, discuss and reach a conclusion, they feel productive and they never forget what they learned in this way because they weren't just passive receptors of knowledge but had to think a lot and participate actively'* (Kinder E class teacher).

The duration of a project will vary according to the interest and motivation of each group. Usually, they last two or three weeks. The five kindergarten teachers try to start and finish a project at the same time, but this is not always possible. Children in Kinder B, for example, could be very motivated with the project on 'animals' on which they have been working for three weeks already, but still want to find out more, while Kinder C pupils want to move on to the next topic. Examples of some projects done last year are: 'Decorating or Classroom' (March-April), 'Mother's Day' (May), 'Learning About Me' (June), 'Our Environment' (September) and 'The Circus' (November). Appendix II shows a calendar of last years' projects.

The concept of 'meaningful activity' is an important one when describing the methodology of teaching at Trener School. It is a learning experience that 'awakens' children's interests, motivates them to express themselves, participate and get involved in an activity. It is meaningful because each pupil finds it relevant to themselves. Activities of this

kind begin with the teacher trying to find out how much students already know about the topic to be discussed, encouraging them to think and relate concepts, building their curiosity and learning. *'When children are engaged in a meaningful activity, they enjoy it so much and are so concentrated on what they are doing that they don't realise it's lunch or break-time'* (Sandra, Kinder E).

In the line of work developed at Trener School, discipline plays an important role and could not be divorced from these ideas but rather is closely linked to them. The school tries to promote self-discipline. For that reason, pupils participate actively in making the class rules. This gives them greater meaning because they are not imposed from the outside, but the result of their own thoughts and ideas. Pupils are also aware of what the 'punishment' is for breaking those rules. This strategy is more difficult than imposing the rules. Seeing that they are obeyed when results are not immediately observed takes time and effort. The aim is to reach the point when children are self-disciplined. Some examples of these rules are: *'We cannot run in the classroom'*, *'We cannot talk our run on the corridors because other children are in class'* *'Raise our hands to talk, don't interrupt the teacher'*. The teacher's attitude when there's a fight or conflict in the class is that of dialogue: *'When I have a discipline problem in the class, I talk to my 'kids', I also discuss the problem with other teachers and, if necessary I consult the psychologist'*. *'If the problem is between two children, I get them together, have them talk and we reach an agreement. The dialogue between them is very important but it has to be guided by me'*. *'... discussing discipline problems with the whole is also helpful, some of them give their opinions and very interesting ideas. The teacher listens and leads the conversation'*. *'... in extreme situations, I call their parents. The psychologists here help us a lot in that respect'*.

3.3 Lesson Planning

As it was mentioned on Chapter I, private schools do not have to follow the National Curriculum. *'The framework provided by the Ministry of Education has to be followed to a certain extent, we can change the order of the contents, add others, add some subjects (like a second foreign language), but we do have to follow some guidelines'* (head teacher). As teachers themselves suggest: *'Very little of the National Curriculum is considered, only the fundamentals'*. *'We rarely look at it'*. *'We have analysed the National Curriculum and the 'Articulacion' Program. Using these as base documents, we have created our own list of goals and objectives that we expect the 'Trener' student to achieve'*.

Trener school teachers first make a pre-lesson plan for the whole project (See Appendix III for a model of a pre-lesson plan). At this stage nothing is definite, as it will be modified in order to include the children's ideas and suggestions. The eight teachers interviewed agreed that lesson plans are based on pupils' needs and interests. Nevertheless, when planning a project, teachers try always to include varied activities and at least one of each of the following areas: music, reading, mathematics, motor, drama, art, science, information technology and self-assessment. The pre-lesson plan is presented to the children and at this point their ideas are gathered (See Appendix III). Teachers of the five sections meet and discuss these and come up with a detailed daily lesson plan for the whole project (Appendix IV) which is always revised and commented upon by the head teacher. Again, this does not mean that all the activities will be implemented at the exact time and day suggested and using the materials listed. There is always room for children's suggestions and ideas and for general flexibility.

The tasks or activities set take into consideration the fact that all children are different and that some can perform more 'difficult' or 'advanced' tasks. The teacher provides the opportunity for children to advance at their own pace. As was observed, there was a lot of noise and different activities taking place at the same time, there was diversity within the class, which does imply 'individual teaching and learning'. Activities are planned in such a way that there is diversity and children are able to choose and find a task they can perform.

3.4 Trener School Teachers

In this new methodology, the role of the teacher is also a new and challenging one: as a 'facilitator' of the 'meaningful activities' suggested in the planning process. These should lead children to learning, without having to stand in front of the class to teach in a traditional manner. This traditional or 'formal' style of teaching is not used at Trener school, not even in first or second grade. We must not misinterpret this and imagine that the teacher does nothing but sit and wait for the children to learn, but becomes one of the elements of interaction, the conscious element. In order to define the role of the 'Trener' teacher, the school staff was asked to analyse the way in which learning takes place. Teachers were given this task before the beginning of the school year in 1995, when the school was opened. The conclusion reached was that children learn by 'doing', analysing, experimenting, playing with various materials and 'constructing' their own learning. During the observations it was confirmed that the role of the teacher is linked directly to the methodology formulated at Trener School. The teachers' view of their role was the following: *'Our main role as preschool teachers is to take our time in getting to know our pupils and provide them the*

tools they need to develop their creativity and liberty', '... to lead them to 'construct' their autonomy, to help them learn how to work in groups and develop critical thinking and creativity', '... lead the children by the hand to learning', '... trust the children and help them acquire self-confidence by assigning small tasks and responsibilities', '... to introduce the child to school life and stimulate learning in the different areas'.

The head teacher explains the characteristics of the 'Trener' teacher: *'What we look for in a teacher is first of all, a good intellectual level, even though it is commonly said about preschool teachers that they don't need to be smart, we believe this is very important, that's why teachers are also academically assessed and not only on their teaching skills. We also need teachers who creative and are able to work closely in a group with other teachers, who have interest in improving their skills and can take criticism positively and recognise mistakes. On the other hand, emotional stability is also important'.*

All parents describe the class teacher in positive terms: efficient, caring, friendly, professional and well trained.

Teachers at Trener School all have teaching qualifications. The 'helpers' are all students from '*Pontificia Universidad Catolica del Peru*' (Peruvian Catholic University). They spend their fifth and last year of studies in schools (full days, all year) doing their teaching practice. They are more than helpers to the class teacher, after the first term they can be in charge of the class on their own, they lead activities or even substitute for an entire day if the teacher is absent. Class teachers have university studies of five to seven years and are fully qualified to teach. Two of them have post-graduate studies in learning difficulties. They all female and young, (seven in the age range 20-29 and one in the range 30-39) but have had a previous experience of at least two years working with children under six years of age.

When asked what attracted them to work at Trener School they replied: *'The Constructivist approach that was being implemented'*. *'The fact that it is a new school, with modern ideas which try to eradicate the 'stereotype' on traditional teaching which doesn't allow children to develop their own personality and 'kills' their interest in learning'*. *'A different, dynamic approach to teaching and learning'*. They also explain that they decided to become teachers for the following reasons: *'I like to teach young children, it's an interesting dynamic career and sometimes I feel like one of them'*, *'It gives a great personal satisfaction, I knew I would be a teacher since I was a kid'*, *'Teaching young children I feel productive, I think I can make a difference in their lives and I also learn a lot from them'*, *'I am interested in the psychological development of children and being so close to them I can understand the process much better and I am able to identify their difficulties'*.

All the teachers interviewed said that they were happy with their job, they felt that the school cared for them and agreed that there are opportunities to develop professionally and improve their qualifications: *'The school supports our personal projects and initiatives, they are constantly offering courses, seminars'*. *'We have a chance to attend seminars and lectures. On the other hand, our work is assessed permanently and we are provided with important feedback. That helps us to be better teachers'*. *'Working so closely with other teachers has enriched my own practice'*. *'I had never worked at a school before where my ideas were being heard as they are here. I get a chance to develop new projects and put them in practice'*. The interview with the head teacher confirms what has been pointed out by the class teachers: *'We receive lots of information about courses, seminars, lectures and we not only put them up on the notice board but encourage teachers to attend. Sometimes the school will pay half of the cost or less if many teachers want to attend. We also encourage our teachers to give lectures'*.

3.5 Assessment

Assessment at Trener School is fundamentally formative and ongoing. Children are constantly assessed in different ways: *'I assess my students very often. Observation is the most commonly used method. We also assess their productions and individual pieces of work'. 'I assess their work, participation in class, their groupwork, most of the times we do it while they play so that they don't notice they're being assessed. I never take them one by one out of the class and ask them questions'. 'I assess my pupils every 2 or 3 weeks, whenever we're about to finish a project. Assessment is done during the same activity'. 'I mainly assess through games and exercises, in this way we avoid them being nervous about it'.*

What teachers seek by assessing their students constantly is to assess the process of learning and not just the outcome or the product. Children's progress is more important than a final grade. *'We want to eradicate competitive behaviour and fear of failure and help children build up their self esteem. This is the main reason why we don't emphasise their weaknesses, but their strengths'* (head teacher). During this research observation, children had a self-assessment activity. They were asked to express how they felt about the project, what they found to most difficult and easiest, what they enjoyed the most and what they learnt from the project.

Teachers observations, as they themselves expressed, are important and constitute the main element of assessment. They have an *Anecdotario* (a kind of diary) in which they keep notes about children, notes on any event, progress or difficulties that could be relevant and helpful when they later write the final reports. Also for assessment purposes, pupils work is

neatly kept in a 'Portafolio' (file). Not every piece of work will go in the file, but the most important to the child, the ones they like most, the ones that show progress or difficulties. This file allows teachers to see clearly their pupils' progress throughout the school year.

The reports consist mainly of teachers comments and very few grades: A, B or C. The grading system differs from the one suggested by the *Unidad de Servicios Educativos - USE* (equivalent to Local Education Authorities) a 1-20 scale, being eleven the minimum pass grade. The head teacher reflects on some of the inconveniences of having a different grading system: *'Our work has been slightly affected by the USE. We have to show them our year plan and at the end of the year, the final grades awarded to each child. We have developed our own grading system, but we have to convert these grades into the USE scale so that they keep a record. They also keep all this information to construct their statistic, but again other problems arise. For example, following the USEs regulations, there must be automatic promotion from first to second grade. But from our point of view, some children who do not achieve the goals by the end of the school year have to repeat it. They won't show any of these 'repeaters' on their statistics'* (head teacher).

At the end of the second and fourth terms, parents are informed about the results of assessment. These are not just given out, but parents have to attend a meeting in small groups (four parents at a time) with the class teacher. Parents can be, and are, called at any time during the year to discuss their child's progress and difficulties.

3.6 Outline of the Main Subjects

Kindergarten pupils do not have subjects as such, apart from English and Physical Education. The class teacher and the English teacher plan varied activities, taking into consideration the different areas of the curriculum. The fundamental topics being worked by kindergarten teachers at Trener School are: Science, Mathematics, Social Studies, Art, Information Technology, Physical Education, Spanish and English.

English is taught as a second language for two periods a day (half day) at pre-kinder, kinder and first grade and more than two periods from second grade onwards. An additional foreign language will be taught in secondary: French or German. The goal is that by the end of their secondary education, pupils end up not only speaking English but communicating effectively. The English teacher not only teaches the language but also covers Science and Mathematics activities in an indirect way, and facilitates many gross motor activities. No reading or writing is done in English, it is all oral: storytelling, dramatising, videos, total physical response (TPR), cooking and art activities are only some examples of what is done in the English class. More **Science** activities take place during the Spanish class and are based on the 'hands-on science program. In this way, children are introduced to Science in an interesting way with the purpose of developing curiosity at an early age.

In the field of **Mathematics**, kindergarten children are not introduced to its 'formal' aspects. The goals in kindergarten are related more to acquiring the basic pre-mathematical skills. During our observations, mathematics activities were related to grouping, classifying and one to one correspondence. The goal of **Social Studies** (geography, history and civics) is

that children establish contact with the world surrounding them, preparing for later studies of other peoples, their worlds and cultures. Not only the past and history is important but the present. The aims for this area, as others, is to motivate critical thinking in modern and even controversial topics.

The **Spanish** teacher as well as planning Maths, Science and Social Studies activities, plans for reading and reading and writing objectives. *'We do not pretend that children will finish their first year in school reading and writing, and spelling perfectly. For the kindergarten year we emphasise other learning experiences. We do lots of 'reading' and 'writing' but of texts that are relevant to children's interests. For example, we read signs and letters or we write an invitation, the point is that there is always a purpose, reading and writing is done in a meaningful context. Every child is at a different stage of writing, some write a few words, some write sentences, some put together different characters that make no sense at all, but that's their writing and we respect it. Each child will start reading when they're ready, not before, we provide those opportunities but we never force them. They are all at a different stage of reading and writing. The traditional idea of having all the class writing the same word ten times is completely out of context'* (Kinder E class teacher).

Art activities take place, as has been already mentioned in the English and Spanish class: the objective being to present a wide range of materials to children so that they can combine them, experiment and experience their different textures. No 'techniques' are taught, children are given the materials to choose from and the teacher suggests several ways in which these could be used. Then they can choose one of those or create their own. The objective is that children develop their creativity and explore.

Physical Education (PE) or gross motor activities are done with the Spanish and English teachers as part of their everyday work but there is also a specialist who works with small groups of children once or twice a week. He evaluates children and concentrates on motor difficulties. During research observations, it was noticed that all children particularly enjoy this period. They work at the gym with ropes, cushions, stairs, balls and other interesting materials that allow them to discover different ways of working and 'playing'.

Religious Education is not taught. At times of important religious celebrations such as Easter or Christmas, there will be some activities related to it. The teacher asks children to find out about the festivity and then they share with the class all the information collected. The teacher gives some comments or maybe tells a story. An alternative for those parents who want their children to receive a stronger religious education is a workshop offered twice a week at the school, organised by parents. In fourth grade, the school prepares children for the First Communion, but it is optional.

Finally, in relation to **Information Technology**, there are no computers in the classroom but the teacher and pupils have access to the computer room. These are used in small groups, while the helper does a different activity with the rest of the class. Computers are viewed as just one more tool for the everyday teaching. In the first grades, these are used in the context of a project to find information or to play a game that relates to it. But there is always a purpose, and this guards against the dangers of mindless computer play.

Parents were asked what they thought their children were learning in school. Being aware of the school's ethos, their answers illustrate that the values and social skills emphasised at Trener School are more important than learning to read and write at the early

ages of four and five. Some of their answers were: *'He's learning to socialise and beginning to do some pre-reading and writing'*. *'She's being creative and learning to value herself and increasing her self-confidence'*. *'To be responsible and work hard to achieve his goals'*. *'She's thinking a lot and developing a curiosity to investigate'*. *'He's learning to express his ideas, to work in a group and learning the basics he needs to go on to first grade'*. *'He's learning a lot of English, to obey the rules and he is very happy at school'*.

3.7 Trener School Parents

Communication with parents at Trener School is considered to be very important. Trener School teachers try to develop a 'partnership' with parents and in that way work together towards a common goal which is the well being and education of the child. They not only participate at parents meetings but are invited to get involved in the different activities organised by the school. *'We invite parents to come into the classroom and explain to the children what they do, their occupation. Sometimes they present it in a very creative way and then involve the children in an activity, for example cooking. There are other school activities in which we involve parents such as: Sports Day, Art Day, football tournaments, School Day. But there might be about 30% that never participate, especially when these activities take place on weekend mornings. The only explanation that I can think of... that they're lazy'* (head teacher). On the questionnaire, parents were asked if they had had a chance to visit their child's class and participate in the activities being done. 67% of them said they had been in the class. For them, participating in the everyday activities was an interesting and valuable experience because: *'I realised how happy my child is in class; for him, it's like being at home'*. *'The class is very active'*. *'I was amazed by the way in which*

children participate, they all put up their hands and have something to say, and the 'bond' they have with the class teacher'. 'I was present at an English class and it helped me understand the method used. Now I can help my son at home'. 'Since I visited my daughter's class I understand much better the way they work and now I have improved communication between myself and the class teacher'. 'I witnessed how every pupil works at his own pace. There is not much pressure from the class teacher and that creates a nice environment for the children. Now I understand the methodology much better'.

Parents are kept well informed about the progress their child makes throughout the year. Because Trener School has a different methodology and approach than the 'conservative', 'traditional' schools, frequently meetings are organised by the head teacher and class teachers to explain the schools' philosophy and answer any questions and doubts parents might have. Their opinions are gathered and considered through these meetings, and questionnaires given out. The school's approach and style has been seen to be reflected in the responses to questionnaires given out to parents. One of the main reasons why parents chose to send their children to this school is an overall satisfaction with the school, expressed in their answers to these questionnaires: *'I chose this school for its teaching approach. The classes are based on 'hands-on' experiences and there not too many students per class'. 'The system works very well and I'm happy with the fact that developing the child's creativity is a priority. On the other hand, teachers pay individual attention to every child'. 'What made me decide on this school for my daughter was the non-conventional approach, the method used'. For 87% of the parents interviewed, Trener School's 'experimental' approach was the main reason for selecting it for their children.*

All the parents interviewed expressed satisfaction with the school and the education their children are receiving, preparing them effectively to move on to first grade. Nevertheless, parents consider that some aspects of the school need improvement: *'Every year there are more children and the free space is getting smaller and smaller, the school is too small, more green areas are needed'*. *'The teaching of English should be more demanding and intensive'*. *'There should be more control on discipline, there is excessive liberty'*. *'The school's infrastructure needs a lot of improvement, specially more gardens for sports'*. 62 % of the parents agreed that infrastructure was one of the weaknesses of the school, in terms of the building and outdoor facilities. In relation to the classrooms infrastructure, 75% considered that it is adequate and 25% expressed that the classrooms' facilities could be improved by changing the blackboards for acrylic boards, by having a sink in the class and having more space for art related activities. Only one parent stated that the weakness of the school was having young teachers. Other comments related to: the small number of computers, the curriculum being 'behind' in relation to other schools, and too little pressure on students to do well.

3.8 A Day at Trener School

It was observed that at Trener School, every school day is different. There are some 'permanent' activities which are part of the day's routine, but even these can vary. An attempt is made below to describe what a day at Kinder E is like. It must be remembered that these observations took place in the month of December. Children had been in school since March, and so they are well adapted to the daily routine, to each other and the teacher, and in fact, the end of the school year was only a week ahead. Their ages at the beginning of the

school year ranked between four years and four months, to six years and six months old. The presence of an observer in the class was natural for the children, and since the observer had worked at the school, there was no need to introduce her, only to let pupils know that she would be in the classroom, 'helping' them for a few days.

Children arrive anytime between 8 and 8:30am and choose from the games they have in the class until the teacher calls them and start looking at the days' agenda. Sandra and her class work on this agenda together, which provides an opportunity to practice reading. She writes the activities for the day (on the board step-by-step) and then asks volunteers to read what it says. Children will finish the school year reading and writing at different levels. The most advanced ones are putting words together to write sentences. Appendix V provides samples of a student's writing at the beginning of the school year and his improvement over the months. The teacher makes sure that all children know what they will be doing in the following forty minutes by asking a volunteer to go over what has been explained. A few days before, children gave ideas for a Christmas present for their parents. A list with those ideas was made and, after voting, the children decided to make a Christmas Bell. The materials needed are also suggested by the teacher. There are three tables with materials. One has permanent markers, the other has glitter and glue and a third one has multicolour pieces of paper of different materials. The usual classroom distribution is different because there are normally four groups, four tables. At the beginning of the year teachers let pupils choose where they want to sit. After the first term, seats are usually assigned to avoid having children who talk too much together, and those who get easily distracted are seated at the table closest to the teacher. But these tables can be and are easily moved according to the activity. It is time to decide what material they want to use, and according to that the table

where they are going to work. When all the children are in place, Sandra points out that they have until 9:30 to work on the Christmas gift.

While the children work and sing (a tape with Christmas carols provides background music), the class teacher and her helper walk around the classroom helping children assembling the bell. The decoration, however, is left up to children and they make no attempt to persuade them or provide any model on how this should be done. By 9:25 some children have finished. They start cleaning up and gathering around the rug with the helper who teaches them a finger game while the rest finish. When all the children are ready, Sandra goes on to explain the next activity (9:30am). They are going to make a phone book for children to keep the names and phone numbers of all the children in the class. She shows them Lima's Telephone Directory and asks them to take a closer look at the way it is organised. Questions like: Why do we need a phone book? In what order are the phone numbers listed? Why is it organised this way? And, How can we make our own phone directory? What materials do we need? are asked to encourage children's thinking, instead of telling them what to do.

Children go to their tables except for three of them who help giving out the paper and other materials needed. The first step is to assign one page for each letter in the alphabet. This is done and children start walking around the class asking each other's phone number. With this exercise, several pre-reading skills are practised. When 'Julia' asks 'José' his phone number, she has to become aware that his name starts with a 'J' and also listen carefully while taking note of the numbers he dictates. There is a lot of noise in the class, but all children are engaged in a meaningful activity. At 10:05, the activity is not finished but it is time for the snack and a break before they go to English class. Children have their quick

snack (brought from home) and go out to the 'patio' for the break. Some play football, some play at the climber and other games as hide and seek. Break is over, and Kinder E pupils wash their hands and get ready for English. As we have mentioned, the class splits: Kinder students stay in the class, and the English teacher joins them. Pre-kinder ones join children of their same age from another class.

After the English class, it is 12pm. and the class teacher gives her pupils a five minute break. The final activity of the day is usually relaxed, not too demanding like listening to a story, drawing, or watching a film, but as there are few days to the end of the term and several things still to be done, she asks them to carry on filling out their phone books. Five minutes before 12:30, the class has to be tidied up, children put everything away and sit on their chairs waiting for the person who picks them up. All the materials and games have a space in the class and the children know where to put them. By this time of the year, they are well adapted to the daily routine and know exactly what the teacher expects the class to look like at the end of the day. If there is any message or circular to take home, she will read out loud and depending on the content, discuss it with the children. For example, if it is about a school activity like the Sports Day, they will discuss the importance of the day and children will transmit this to their parents. Sometimes they will have homework to take. This is usually once every two weeks and related to the project they have been working on. Most of the times homework is about collecting some objects or finding some information with the help of parents.

This sequence of activities is followed to a certain extent every day. The teacher greets the children, followed by a review of the work to be done on that day. After an activity or two, they have a snack and short break, then English class, a short activity, and dismissal.

A timetable is attached (See Appendix VI) showing that there are no fixed times for certain 'subjects'. Teachers decide when to do a mathematics activity, a reading one, or Science, always depending on the project they are working on. The only fixed times are PE with the specialist. Use of the computer lab and the Library has to be booked in advance. All sections have one period a week to use these, but times can be arranged and changed between teachers: there is some flexibility.

This chapter has described 'Colegio Trener de Monterrico, Lima-Peru, using participant observations, interviews and questionnaires with teachers and parents, an interview with the head teacher, and written material provided by the class teacher and the school's secretary. The following chapter is a description based on the same type of research done at Headington Junior School, Oxford, England.

CHAPTER IV

ENGLISH CASE STUDY: HEADINGTON JUNIOR SCHOOL

Visits to Headington Junior School took place in February and March, 1998. The initial contact meeting took place in the end of January. Present at this meeting were the head teacher, the class teacher, the researcher and her supervisor. Several points were agreed upon. The writer would visit the kindergarten class on a weekly basis on at least five occasions in order to observe and participate in a variety of activities taking place on different days of the week. It was also agreed that questionnaires would be given out to parents (of pupils of the kindergarten section) and teachers, and to conclude the research, an interview with the head teacher would take place. Unfortunately, it did not happen this way, and research was limited in two ways. The questionnaire that was to be given out to parents was not approved by the school and had to be rewritten, with the deletion of several important points (see Appendix VII), and the interview with the head teacher did not take place. The questions for the interview were given to her upon her request, and she was able to provide some answers in written form. Due to these two unforeseen events, the information gathered was not as complete as it was in the Peruvian case. These limitations must be considered.

This chapter will analyse the English case study at Headington Junior School, Oxford, England of the kindergarten class with twenty five children (five boys and twenty girls). As was done with the Peruvian case, not all the information gathered through interviews and questionnaires is included, so some answers have been selected to illustrate the main points. Also to be considered is the fact that there is one kindergarten class and, as a result, fewer

teachers to interview. It was decided that the pre-kindergarten class teachers were also going to be interviewed. Furthermore, the parents response was smaller (11 out of 25) than the one obtained from parents at the Peruvian school (16 out of 25).

4.1 The School

Headington Junior School is the lower section of Headington School. The building that houses the Junior School was built as a private house in 1885. Headington School moved onto this site in 1917 and, when the Senior School was built in 1929, the Junior School remained here. In 1994, a new infant wing was opened and the 3+ class commenced at that time in their own purpose-built accommodation.

The structure of Headington Junior School is the following:

- Infant Classes
- Nursery Class (3 year olds)
 - Pre-Kindergarten (4 year olds class)
 - Kindergarten (Year 1, 5 year olds)
 - Transition (Year 2, 6 year olds)
- Junior Classes
- Form I (Year 3, 7 year olds)
 - Lower II (Year 4, 8 year olds)
 - Upper II (Year 5, 8 year olds)
 - Lower III (Year 6, 10 year olds)

The head teacher at Headington Junior School is in the last year of her career, her main duties are: *'Day-to-day running of Junior School, care and welfare of staff and pupils,*

ensuring all pupils receive the full curriculum and opportunities for self development, establishing contact with parents, promoting the school, ordering educational equipment, observing and reporting on maintenance of buildings and grounds, and ensuring health and safety precautions are kept' (head teacher).

The pre-kindergarten and the kindergarten classes are mixed, and from transition onwards, the school only admits girls. The total number of pupils in the school is 225 in twelve classes. There is one kindergarten class of children in the age group being looked at and the number of children in that class will not be more than twenty six. There is no entrance examination for children of this age, only for girls entering the school at the age of seven, they are assessed on the National Curriculum for key stage 1. As it is a private school, fees are collected. Information on the total amount paid by parents on fees was not available. The school year runs from September to July. There are three terms: Autumn Term from the beginning of September to mid December, after which there is a three week vacation; Spring Term from the beginning of January to late March and a two week vacation and the Summer Term from mid April to the beginning of July. At the end of the school year, there is a two month vacation. There are also half-term week breaks.

The school day begins with registration at 8:45am. Classrooms open at 8:30 and children bring a quiet activity to do until registration time. There is assembly at 8:50 every day of the week. School finishes at 3:30pm, and there is after school care provided, open to everyone until 5:45pm at an additional charge. Fun activities are arranged and tea is provided and there is also a quiet room set aside for homework. There are also after school clubs. Some games and music clubs are available for kindergarten children, for which trials and auditions are required.

4.2 Ethos and Method

When asked about which method of teaching they used, teachers replied that not one in particular as each teacher develops her own. The head teacher mentioned that the school is along the lines of a traditional, 'conservative' school, but keeps up with present current educational thinking. Unfortunately, she doesn't develop this idea. Generalisations about the class teachers' method can be made from observation of the kindergarten class, which is not necessarily the same for other teachers. The curriculum is delivered through topics. There are five topics in the kindergarten program. In the Autumn term these were 'Food' and 'Ourselves', in the Spring term 'On the Move' (related to different ways of transportation) and in the Summer term 'Seasons/Weather' and 'Opposites'. The class teacher presents the projects and develops activities related to them throughout the term. She explains the topic to the whole class and constantly asks questions about what has been explained. Then she explains the activity to be done, making sure that they all understood the task before sending them to their tables. Whole class teaching does take place, but when doing mathematics activities, the group is usually split in two, and each teacher is in charge of one of them. During the visits to the kindergarten class, no groupwork was observed.

One aspect that teachers have to agree on is discipline. There is a list of school rules which is given out to pupils and their parents at the beginning of the school year. These rules are about behaviour, but also uniform and homework. About behaviour, one rule is highlighted: children should always behave in consideration for others and respect other people's property. Also mentioned is the way they should behave in the corridors, and which are the 'out of bounds' areas within the school for kindergarten children. The uniform and

dress code establish that it should be worn all year round, tidily, hair should be tied back and no jewellery may be worn.

Discipline is based on respect and consideration for others. Children are encouraged to reflect on how their words and actions affect others and to accept responsibility for these and aim to try and make amends for any hurt they may have caused. The school recognises kindness, helpfulness and consideration. During the observations, it was recognised that children made an effort to be kind to their peers by helping each other with cleaning up, holding the door for others, distributing out materials. All these actions were performed on their own initiative. But there has to be acknowledged that there exists a chart with the children's names, and the class teacher puts a sticker next to them when an action like these takes place. This, together with academic achievement, leads a pupil to win the 'Gold Certificate' awarded by the school. The school's ethos is described in the following way in a document sent to new parents at the beginning of the school year: 'The school enjoys a reputation for providing a caring, happy environment where each child is taught to have a natural courtesy and consideration for others but the atmosphere is not competitive, all children receive encouragement and stimulus or extra help where it is needed'. There are some minor forms of misbehaviour, like disagreements between pupils over trivial issues, interruption when someone else is speaking. In these cases, the teacher's response is the following: *'Listen to both sides, if there is time, trying to resolve the issues and point out that this is rude and they wouldn't like someone to do it to them'. 'I would just talk to them'.*

4.3 Lesson Planning

As mentioned in Chapter II, private schools in England do not have to follow the National Curriculum. *'We do not have to follow the National Curriculum word by word, we follow it through choice, but considering that there will be national assesment at the end of each key stage, we have to cover the basics'* (head teacher). And teachers add: *'The National Curriculum Guidelines are followed in all subjects, but in non-core subjects some parts like: History, Geography and Art are omitted. We base our long term lesson planning on the National Curriculum Key Stage One. But as next year they will still be working on it. I don't have to cover all the targets'*. The pre-kindergarten teachers add that they also follow the Desirable Learning Outcomes, mentioned in the second chapter and the National Curriculum to a certain extent.

At Headington Junior School, each class teacher does her lesson planning on her own and these lesson plans are not read or revised by any other teacher in the school. The kindergarten teacher explained that the first step before planning is to define which objectives within Key Stage One will be covered in pre-kindergarten, which ones in kindergarten and the ones to be left for the transition year. An example of how this division is done for Science is provided in Appendix VIII. With this done, she plans several activities to cover the objectives in each subject, during the term. These plans are more a list of activities for the term, they are not detailed or organised weekly or day to day (See Appendix IX).

4.4 Headington Junior School Teachers

Kindergarten and pre-kindergarten teachers at Headington Junior School were asked about their role. They answered in the following way: *'To create a happy classroom situation where each child feels secure and is therefore able to learn'*. *'To create equal opportunities for all the children, help acquire certain skills necessary in everyday life'*. *'To give the children a good start with their education and to care for them'*. *'To help each individual develop in both academic and personal/social areas to fulfil their potential'*. The head teacher described the Headington School teacher in two words: dedicated and caring. These qualities were observed in the kindergarten class teacher. She showed that she knew her students well and cared about each of them. She also carefully prepared the activities to be done and the materials needed. On the other hand, parents describe the class teacher as: *'Friendly and willing to listen and answer our enquiries'*. *'Approachable, with sense of humour, caring, knows each child and good at assessing strengths and weaknesses'*. *'Professional, pleasant and really liked by my daughter'*. *'Caring attitude towards children'*. *'Firm but kind, very much liked and respected by the children'*. The point made by this parent was observed in the class teacher. She was liked by the children but at the same time she was firm and strict. Children in her class were disciplined and were immediately quiet when she started to talk or asked them to listen. Two parents describe her as: *'Excellent'*. Nevertheless, there are some aspects that parents think could be improved by Headington teachers: *'They aren't flexible enough to allow for children developing at different rates'*. *'They should hold more meetings, there is only one official parents evening per academic year'*. *'More communication with parents'*. *'Personal contact is very limited'*. Only one parent said that the class teacher was *'quite young and inexperienced'*.

Teachers interviewed all have different qualifications. The class teachers interviewed have a one year PGCE course and a three years Teaching Certificate, and the classroom helpers have a one year Playgroup Foundation Course and one term studies at Westminster College. They are all female, one in the 20-39 range, two in the 40-49 range and one in the 50+ group. They all have had experience working with children for at least two years and up to twenty nine. All of them have also been working at Headington Junior School for at least two years. When asked what attracted them to work at that particular school, their answers were the following: *'The fact that there are smaller classes, less children to work with, makes our job more pleasant and gives you the opportunity to get to know your pupils'*. *'The school is close to where I live'*. *'I attended this school as a pupil and think that I got a good education. I became a teacher and thought of coming back to be at the other side of the desk'*. *'The location of the school was one thing. It is within easy drive from home. Smaller class sizes than State schools plus I was under the illusion that it would be much better equipped'*.

During informal conversations with the teachers, they said that they were currently happy at the school and explained that they did not like the head teacher and did not approve of some of her decisions. *'She doesn't even ask for our opinion when new textbooks are going to be bought. We are going to use them, we know our age group and know what's best for them, but our opinion is not heard'*. They all agreed that the working atmosphere was not a good one and that the head teacher was doing nothing to improve this. Also, on the questionnaire, they say that the school does not appraise teachers and that there are no opportunities to improve their professional skills, although the head teacher said that the school encourages them to attend external courses.

4.5 Assessment

Kindergarten children are constantly assessed but both teachers agree that this is only informally, in different ways. *'Every piece of written work, all their productions are assessed. Also their development in reading'. 'In most subjects, at the end of the topic, we assess the class. In reading this is done twice a term, but we listen to them read every day. There are spelling tests once a week. A more formal assessment takes place once every term'*. The methods used to assess are: observation, individual questioning, worksheets and short tests. It is important to note that parents are not informed about the results of assessment. As one of the teachers adds, *'unless there are specific problems to discuss and address, or if I am concerned about a lack of progress'*. There are no reports of any kind given out to kindergarten parents. The way they have about knowing how their children are progressing is by looking at their copybooks. Once a term, usually at the end of it, children take home their copybooks.

During the research observations, some assessment activities took place. As will be described in subheading 4.8, there was a spelling test. These take place once a week. Children take a spelling list and have a week to prepare it. Another assessment activity observed occurred while the children were working on a story. The class helper called every child, one by one, outside the class and asked them to describe some shapes. She then would take note of their answers and report them to the class teacher.

4.6 Outline of the Main Subjects

As in the Peruvian case, the class teacher at Headington Junior School works with the children for most of the day. During her classes, she covers the curriculum of different subjects in the curriculum. These are: English, Maths, Science, Social Studies, Information Technology and Art. Religious Education is a separate subject and has a separate teacher. The other separate subjects are Physical Education and Music. **English** as a subject has at least a period a day devoted to it. 'A love of English is fostered and considered paramount' (School Prospectus). Speaking and listening are practised in small and large groups from the earliest age: for example, during the daily assemblies, children celebrating a birthday are encouraged to bring a birthday present to show and speak about it briefly. Also, each class presents termly assembly on their chosen theme. During the course of the observations, the kindergarten class presented a brief play related to the coming of Spring. Reading is emphasised. The kindergarten class has its own widely stocked book corner, children are heard reading aloud by an adult daily and there are also quiet reading opportunities, usually after lunch time. Written English is a core part of the curriculum and children are expected to produce a piece of writing daily.

The basic principles of the physical and biological **Sciences** are studied with the National Curriculum being adopted as the structured approach. Methods of scientific enquiry and innovation are encouraged together with the acquisition of knowledge. Children are guided to gain understanding by means of experimentation and demonstration, as well as a traditional academic approach. Kindergarten children learn about life processes and how both animals and plants live within their environment. They also begin to enjoy the excitement of

a simple scientific investigation. In **Social Studies** (geography and history) at kindergarten level is important that children understand the real meaning of geography and history: for example, they start to understand geographical positions first by discussing the furniture in class, then the school buildings, the school in relation to Headington, in relation to Oxford, and so on. From kindergarten they work on developing the students awareness of the past, and as they progress through the school, it becomes more sophisticated (schools' prospectus).

The underlying philosophy of **Mathematics** teaching is that children develop a real understanding of numbers and their meaning, an awareness of how they fit into everyday life and an ability to think clearly and logically. The traditional learning of tables take place and also mental arithmetic. Multiplication is introduced and pupils start to learn the 2x table. **Religious Education** at Headington Junior School aims to provide a further dimension to the pupil's lives, in which they learn to become more aware of their real selves and of their responsibility to others. There is a broad Christian framework. Christ's life and teachings are part of the curriculum. The assembly held every morning has a Christian emphasis, children and teachers pray and sing Christian songs together. Kindergarten children also have a forty minute period of religious education per week taught by the head teacher.

One period of **Music** a week aims to give every pupil a chance to develop their creative skills. Initially, they develop an understanding of the musical elements using movement, singing, composition and listening. Later on, children may join one of the three choirs in the school, join an instrumental group or take individual lessons on a variety of instruments. But these are not available for kindergarten children. **Physical Education** is taught by specialist staff. As was observed, some of the classes take in the school hall with modern equipment hanging from the ceiling used to climb and jump and other equipment on

the floor. On other occasions the class takes place outdoors (weather permitting) and children practice a variety of sports such as: rounders, football and basketball. From the age of five, pupils use the swimming pool in the Senior School and their well equipped sports hall. There is also a period a week of ballet.

Information Technology and **Art** take place in the class with the class teacher. There are two computers in the class, with old software consisting mainly of games. There is a computer room with CD ROM facilities as well as access to Internet, but kindergarten children have no access to them. 'Art forms an important part of the curriculum throughout the school and pupils learn to use a variety of media in two and three dimension, from paint, charcoals and pastels to silk printing collage and clay' (school prospectus). The aim is to enable the child to develop creative and imaginative skills and to communicate ideas.

Parents were asked what were their children learning at school and they all replied 'The 3 'R's' (reading, writing and arithmetic). This is the emphasis in kindergarten and parents are aware of it. Some of them also included in their answers: basic knowledge of Science (like some principles of how things work, nutrition, the body, seasons and planets), Bible stories and computer games, social skills and interaction with others, good manners, music, physical skills and health.

4.7 Headington Junior School Parents

'There is not much parental participation at Headington Junior School' (class teacher). There is one formal parent-teacher meeting per year, but either party is free to make an appointment. But parents still complain that there are not enough opportunities to meet with the class teacher and discuss their child's progress and problems. There are other activities besides parent's meetings to which they are invited to participate, which provide opportunities to visit the school. The head teacher comments on these: 'Parents are encouraged to join the 'Friends of the Headington' which is a parent-teacher organisation. They are encouraged to feel they are part of the school by their membership. There is a Junior School representative on the Friends' Committee. Each form has a representative who attends meetings to discuss school matters and arrange events such as the Summer Fayre. They also organise the biennial Ball and other fund raising events to help improve our facilities. Some parents assist with productions, they accompany the class on fieldtrips, help with the cookery and sewing classes' (head teacher). 'Parents are encouraged to visit the class when bringing their child to school' (class teacher).

On the questionnaire, parents were asked if they had had a chance to visit their child's class. All of them said they had been in the class at least once, but not necessarily had stayed for an activity or for the day, but usually their visits happen in the morning, before registration. They found their visits to be an interesting experience in different ways: *'I was able to find out exactly what my child is doing in the class because when I ask her she says 'nothing much''. 'It was very much the children's 'territory' not just the teacher's. They seem to have a feeling of ownership of the space and pride in their displayed work'. 'It*

provided a very good insight to what work is being done'. 'I could see the equipment available and compare it with others'. Three parents answered that they would be interested in helping in the class but say that this is not possible at Headington.

Parents were also asked to state the reasons why they chose Headington Junior School for their children. Several reasons are repeated in more than 50% of the questionnaires, these are: a good traditional academic reputation, excellent facilities, closeness to home, and a happy caring environment. Mentioned only twice were: good teachers, friendly atmosphere and strong Christian ethos. Some examples of parents answers are the following: *'Open, natural playing areas. Traditional subjects taught in an interesting manner'. 'Plenty of space and near home'. 'We think that more individual attention is given to our child and it has excellent facilities, they use the swimming pool and gym at the Senior School'. 'It is our local private school and has an excellent reputation'.*

All parents expressed that they were satisfied with the school and the education it provides, preparing their children effectively to move on to the next year of primary education. Nevertheless, 65% of them mention other things they would like children to be doing: more sports, an early introduction to a foreign language such as French or German, cooking. One parent is not satisfied by the way in which Mathematics is taught and says it is too conventional, while another parent asserts that children should be learning more social skills and that there is too much emphasis put on the academic part and not so on the social-emotional side.

4.8 A Day at Headington Junior School

In the months of February and March of the present year, seven visits to the Kindergarten class at Headington Junior School, in the form of 'participant observation' were made. The ages of the twenty five children in the class, the beginning of their school year ranged between five years one month and six years two months old. Children arrive at school between 8:30 and 8:45am, time that the class teacher uses to listen to some children read. In fact, every day she and her assistant have to listen to all children read so they use the time when the rest of the children are engaged in an activity to do so. Registration takes place followed by the assembly. There are assemblies every day of the week. Once a week the head teacher is in charge of it and other teachers take turns to do it the rest of the days. The class teacher does not have to be present at all the assemblies and, at this time of the year, children can get to the school hall on their own quietly, because they are already adapted to the routine. During assembly, children pray, sing a song or two, listen to a story and some students speak to the auditorium about a personal experience. There are also plays put on by students. Each class has to perform one every term.

After assembly children go back to their class. There is an established timetable (see Appendix X) by periods and subjects which is followed. The topic being worked when the observations took place was 'On the Move'. The first impression of the classroom was striking. An extremely decorated class, all the walls covered with children's work and posters. On the first visit, the observer was introduced to the class as a visiting teacher from another country who would be in the classroom in several opportunities, 'helping' her and the children. When the class teacher mentioned the country the observer came from, they

associated it with the stories of Paddington Bear because they say he comes from 'deepest Peru'. This helped in 'breaking the ice' and the visiting teacher was soon 'accepted' by the children in their class.

The English period was next and the activity planned by the class teacher was watching a video to inspire the writing of a story. It is a story of little girl who goes to the airport with her father and ends up flying an aeroplane. The task given to them is to write an account of the video, they are allowed to create different names and their own original ending. But the main idea of the story has to be part of their composition. After the video, children go to their tables after collecting their copy books and pencils and start working. They are distributed in four tables. The teacher assigns the seats according to their abilities. The ones who work faster and need less help are seated together. 'Slower' students sit at the table next to the teacher's desk. Most of the children work quietly and on their own but do need help with the spelling of some words for their story. For this purpose they have a small notebook where the teacher, the helper and the participant observer write the words they ask for. But it is time for the music class and their stories will be finished later. During the music period observed, children sang and played instruments following the teachers' instructions: to play loud or soft.

After the thirty-minute music period, is break-time. There are several games, slides and climbers at, what children call 'The Woods', their own 'forest' within the school. After the break, they come back to the class and carry on with their stories. The class teacher tells them that there will be no more time to finish later. While children are writing, the class teacher and her helper listen one by one the readers, at the same time other pupils are queuing by her desks to ask for help on spelling a word. When the stories are finished, these show

how advanced children are writing. Most of the class at this stage of the year is able to put sentences together coherently to make a story of a least two pages. Appendix XI is a copy of one of the stories written that day by a pupil described by the teacher as 'average'.

There was also a spelling test this day. Pupils quietly put their story books away and take out a sheet of paper, getting ready for the test. The teacher says the words twice to the whole class. When asked about these tests she said: *'There have been spelling tests for a few months and children should be used to them and they have a week to learn it at home with the help of their parents'*. Most of the class is used to them but three pupils get lost and stop writing the words. A fourth one starts crying because he can not cope with the test. The teacher ignores him and says that he has the same behaviour on every test. Children then go to the dining hall for lunch. It lasts approximately forty minutes and after it they go back to the class for thirty minutes of quiet reading or drawing. The second break-time of the day is next. After break-time, there is half an hour for 'choosing'. There are several 'activity centres' in the class, where different activities take place. One of them is the drama centre, where children pretend to be a different family member. There are some costumes so they can also dress up. Another alternative is to play a game like 'memory' on their desks or on the rug. They can also play a game on the computer or read a book at the reading corner.

The final half hour of the day is always story-time. Once a week a different teacher tells the story. The last few minutes are for packing up and putting things away. Kindergarten children at Headington Junior School take homework daily. It consists of a reading book each day and once a week they take a list of ten words to learn to spell. Later on in the year, they will start working on the multiplication tables and might have to learn them as homework.

Having outlined the characteristics and operations of the two case study schools, we can now move on to a conclusion which will include the comparison.

.....

CONCLUSIONS AND COMPARISON

The preschool educational tradition in Peru is relatively young. As was shown in Chapter I, there was no legislation available concerning the education of the age group until 1972, when the Education Reform Law 19326 was published. Before that, the state had no responsibility of educating the young child. The English background is different with a long standing tradition of preschool education with a series of white papers, reports and education laws, starting with the Elementary Education Act of 1870. Furthermore, the Peruvian system has not experienced as many changes as has the English system. Nowadays, there is extensive educational provision for the child under the age of six in England, which is not so the Peruvian case.

The study records that compulsory schooling age in both countries begins at five. But the systems are different. Even though both countries have a National Curriculum that has to be delivered at this age, these differ widely. The curriculum for five year olds in Peru is part of the 0-5 year old curriculum. In England, there is no curriculum for the under fives, but the National Curriculum is delivered to five year olds and will introduce children to 'formal' learning and concepts. This is known as the 3 'R's, reading, writing and arithmetic. In Peru, at that age, teachers are more concerned (following the curriculum) with the emotional development of the child, the acquisition of basic pre-reading, pre-writing and pre-mathematical skills and with their socialisation and introduction to the school 'community'. The 'formal' type of teaching begins at the age of six, when children move on to primary education with a different curriculum from the one just mentioned. There is only one

similarity in both cases: that the National Curriculum is only compulsory at state schools, the private sector is not obliged to follow it.

The schools chosen as case studies, Headington Junior School (HJS) and Trener School (TS) are both private and have a five year old class. The TS class has also four year old children in it and the HJS does not, but the comparison is still possible. The results of this study demonstrate that teaching at the schools selected differs significantly. At HJS, children are well 'advanced' in reading and writing, as the sample in Appendix XI shows and teaching of these skills is carried out as whole class. Several hours of the day are devoted to it and there are periods during the week to learn spelling, practising calligraphy and other writing activities. Also, more than an hour daily is devoted to reading silently and reading aloud to the teachers. The findings also reflect that the curriculum is delivered through subjects. There are two topics per term but it was observed that only some activities are related to the topic.

The study has demonstrated that at TS, there is a different approach. Reading and writing are not part of the main objectives to be achieved by the end of the kindergarten year. Some children will achieve these goals and others will not. This is partly due to the fact that the National Curriculum for children of that age does not specify that these skills should be taught at such a young age, and due to the school's teaching methodology, 'constructivism', that emphasises that children should 'discover' reading and writing and learn at their own pace. At TS the idea of spelling tests and dictating sentences to the whole class is inconceivable. On the other hand, another feature that distinguishes it from HJS is that children have no copybooks or textbooks. Everyday activities at TS are carried out in the context of a 'project' and all the activities done are related to the project and meaningful to

the children in the sense that their opinions and interests are considered when the project is being planned and operated. The English case study does not reflect such an approach. In none of the activities children observed were given the option to choose different materials to use or to be creative. The activities are planned and followed as designed by the teacher. This makes it evident that teaching at HJS is largely directive and not so at TS.

Concerning assessment, at both schools children are constantly assessed, but in different ways. It is evident that at HJS assessment is of a 'formal' kind: regular testing, individually as well as whole class. Children's copybooks are also marked and assessed. At TS, assessment is mainly 'informal', consisting of observations of children while interacting in a group or carrying out an activity on their own. The pressure put on students at HJS in this respect is understood as necessary by the class and the class teacher as preparation for national assessment on Key Stage 1 at the age of seven, while in Peru there is no national assessment at any age. The methods used to report the results of assessment are also different in both cases. Parents at TS receive a detailed report on the progress of their child twice per year at a meeting with the class teacher. At HJS, parents are not given reports or grades of any kind but they do get a chance to talk to the class teacher about the progress of their child. In general, parents at TS have more opportunities to meet with the class teacher and to be involved in school activities than parents at HJS.

Also concerning parents, it is important to mention that the findings reflect, through the questionnaires, that in both countries they are satisfied with the education their children are receiving at school, and also, have a high regard for the class teacher. So, it is evident that, even though the schools chosen have different methods, approaches and objectives,

parents are aware of those and think that their children are getting a good education which adequately prepares them for the following school year.

An evident conclusion reached from observing the schools' timetables (Appendices VI and X) is that the school day at HJS is longer than the school day at TS. A more detailed analysis of them shows that the amount of 'teaching' time is the nearly the same at both schools even though the school day at HJS is considerably longer. This is due to the fact that pupils at HJS have two long breaks (of 30 and 40 min each), 40 minutes for lunch, 30 minutes for quiet reading and a 20 minute assembly each day. At TS, there is one 20 minute break, no lunch (only a 10 minute snack) and no assemblies. It is also evident from looking at the timetable, that children at TS spend half of the day with the English teacher while children at HJS are not introduced to a second language at this age.

Teachers' qualifications can also be compared. The study reveals that teachers of young children at TS have studied for longer at a university, at least five years in order to obtain a teaching degree and the policy at TS is that all teachers must have a Bachelors degree in teaching. HJS have different qualifications: they took one year PGCE course, or a three-year teaching degree. Nevertheless, these differences should not be explained only in the context of the schools chosen as case studies but of the countries tradition in teacher training. One final comparison can be made concerning teachers and the working atmosphere. HJS teachers during the interviews comment they are not satisfied with the school, the working conditions, and not being appraised by the head of school. At TS, teachers are happier with the work they do and for teaching at TS, and assert that being able to share experiences with other teachers and working in groups under the direct supervision of the head of the school provides an opportunity to develop as teachers in a friendly working environment.

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APPENDICES

2. For what reasons did you become a pre-school teacher?

3. In your opinion, what's the main role of the pre-school teacher?

4. What are the most essential skills pre-school teachers should have?

III. PROFESSIONAL DEVELOPMENT AT HEADINGTON SCHOOL

1. a. Are there sufficient opportunities at your present job to improve your qualifications?

Yes

No

b. If yes, describe the opportunities available.

2. a. Does the school appraise their teachers? Yes

No

b. In what ways?

IV. ABOUT PUPIL ASSESSMENT:

1. a. Are your students assessed? Yes

No

If yes,

b. How often?

c. In what ways? What methods do you use?

APPENDIX II
Trener School Parents Questionnaire

**CUESTIONARIO PARA PADRES DE FAMILIA DEL NIVEL DE INICIAL DEL
COLEGIO TRENER DE MONTEERRICO. Lima, PERU**

Por favor dar respuesta a TODAS las preguntas.

Marque la palabra que refleje su respuesta o escríbala en el espacio provisto.

I. INFORMACION GENERAL

1. Estado civil _____

2. a. ¿Cuántos hijos tiene? _____

b. ¿De qué edades? _____

c. ¿Cuántos en el nivel inicial? _____

3. ¿A qué se dedica la persona que contribuye con la mayor fuente de ingreso de la familia?

4. ¿Quién cubre la mayor parte de los gastos en educación de su hijo?

5. ¿Consideró en algún momento enviar a su hijo a un colegio estatal? Si

No

6. ¿Cuáles son las principales ventajas que los colegios privados tienen sobre los estatales?

7. ¿Atendió usted a un colegio privado o estatal? Privado

Estatal

II. SOBRE EL COLEGIO TRENER DE MONTERRICO

1. ¿Cuáles fueron las razones principales por las que eligió este colegio para su hijo?

2. ¿Cuáles son los puntos débiles y fuertes de este colegio? (sobre el programa, la infraestructura, etc)

Fuertes

Puntos Débiles

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

III. SOBRE LOS PROFESORES

1. a. ¿Tiene oportunidades de hablar personalmente con la profesora de aula? Si
No

b. Si no es así, ¿Por qué?

2. ¿Cuál(e) de la(s) siguientes frases describe(n) mejor a la tutora de su hijo?
(Marque el(los) casillero(s) con un aspa)

- Eficiente
- Amigable
- Desordenada
- Falta de experiencia
- Colaboradora
- Hostil
- Profesional
- Ineficiente
- Bien preparada

3. ¿Cosidera usted que la tutora le brinda atención individual a su hijo? Si
No

4. Mencione un aspecto de las profesoras que le gustaría mejorarse.

IV. SOBRE LA ENSEÑANZA-APRENDIZAJE

1. a. ¿Ha tenido oportunidad de estar presente durante una clase de su hijo? Si
No

Si es así,

b. ¿La encontró interesante? Si
No

c. ¿En qué manera?

d. ¿De qué manera se podría mejorar la infraestructura del salón?

2. ¿Qué es lo que su hijo está *realmente* aprendiendo?

3. ¿Qué más le gustaría que aprenda?

4. ¿Está satisfecho con el progreso de su hijo, en general, en el colegio? Si
No

5. ¿Considera que su hijo está bien preparado para entrar a primer grado? Si
No




MUCHAS GRACIAS POR COMPLETAR ESTE CUESTIONARIO

APPENDIX III
Pre Lesson Plan

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FATHER'S DAY PROJECT	26 talk about vacations	27 portfolio	28 portfolio	29 name activities	30 name activities
	2 children's ideas	3 invitation	4 invitation	5 present	6 wrap paper
	9 cloth	10 napkins	11 napkin holder	12 breakfast with parents	13 breakfast with parents
ANIMALS PROJECT	16 Noah's Arc story	17 bear game	18 experiment	19 acting out	20 information about animals
	23 make masks	24 scenery	25 food	26 rehearsal	27 project assessment

APPENDIX IV
Daily Lesson Plan

Proyecto: Conociendo más sobre mí II
 Semana del 26 Mayo - 30 Mayo Sección Kinder Profesor Rosa
 Día 27 Mayo

Actividad	Materiales	Competencias	Observaciones
<p><u>Portafolio</u></p> <ul style="list-style-type: none"> * Previamente los niños deben archivar sus trabajos en sus folders. * Es preferible hacer esta actividad con medio grupo. * Conversar con los chicos sobre sus trabajos ¿Son todas iguales? ¿Cómo los hicimos? ¿los hicimos cómo se? ¿nos esforzamos para hacerlos? ¿en todas nos esforzamos igual? (no, porque a veces tenemos más ganas de trabajar que otros días) Elijan el trabajo en el que se esforzaron más. Colóquelo (o péguenlo) una estrella. * Luego pídete a los chicos que elijan el trabajo que les gusta más o que les parece el más bonito; pídeles que le peguen una flor. * Ahora pídeles que elijan el trabajo en el cual han aprendido más. ¿Que creen que han aprendido con esas 	<ul style="list-style-type: none"> - Portafolios - Hojas de "trabajos especiales" - "stickers" con  y  y  - colores 	<ul style="list-style-type: none"> • Expresa sus ideas y sentimientos • Ejercita su capacidad de decisión y elección. 	<p>Aprovechar momentos en que solo esté medio grupo y además hay 2 profesoras.</p> <p>Si no se logra completar la actividad en el tiempo planificado, hacedo al día siguiente inmediato (al momento de llegar o planificar p.e. plastilina o leer cuentos durante la última media hora)</p>

trabajos? (los colores, las figuras geométricas, a contar, a escribir, a dibujar, etc).
Pedirles que coloquen un sol-☀️.

A continuación conversar con algunos niños sobre por qué han elegido esos trabajos y completar la hoja de "trabajos especiales".

Conforme vayamos trabajando con los niños, los que terminan pueden colorear y decorar los stickers de ☀️, ✨ y 🌻 pegados en sus trabajos.

Explicarles a los niños que nosotros vamos a escribir ~~en~~ también lo que nosotros pensamos y sentimos respecto a sus trabajos. (Por lo tanto, les leemos lo que estamos escribiendo)

Además, los papás también van a ver sus trabajos y su portafolio y ellos van a escribir lo que piensan de sus esfuerzos y dedicación para realizar esos trabajos.
Luego, firmamos (nosotros y el niño).

APPENDIX V
Student Writing Samples
Lucia

dia lo
ia obr
arbo

April 29

caballero

mariposa

casita

June 20

Felipe

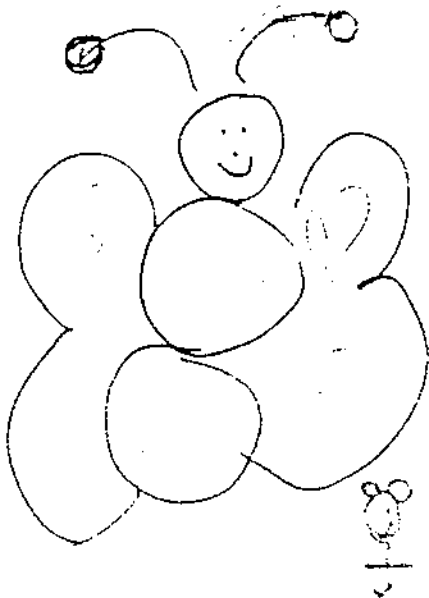
mariposa

casaca

papito

FIOE
MDIA
ESAS
PAIZIZO

EL LADRON SE ASUSTO
PORQUE VINO LA MARIPOSA GIGANTE



August 19

El ladron se asusto porque
vino la mariposa gigante

III TEACHING

1. a. Do you ever get a chance to talk to the teachers? Yes
No

b. If not, why?

2. How would you describe the class teacher?

3. Does your child get enough individual attention from the class teacher? Yes
No

4. Indicate one aspect, related to the teachers at this school which could be improved.

- 5 a. Do you go to parents meetings? Yes
No

- b. Do you think these meetings are important? Yes
No

c. Why?

IV. LEARNING

1. a. Have you had a chance to be in your child's classroom? Yes
No

- b. Did you find it interesting? Yes
No

c. In what ways?

2. What kind of things is your child actually learning at school?

3. What other things would you like your child to be learning?

4. Are you satisfied with the overall progress your child is making in school? Yes
No

5. Is your child adequately prepared to proceed into the next year of primary education?

Yes
No

THANK-YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX VIII
Annual Timetable of Science Objectives

SUBJECT: SCIENCE 2004		KEY STAGE 1			1997/8	
YEAR GROUP	AUTUMN 1st half	TERM 2nd half	SPRING 1st half	TERM 2nd half	SUMMER 1st half	TERM 2nd half
Pre-Kindergarten	22a,b,c,e 24a		21b 22f	28b		
Kindergarten Year 1	23b 22b,c 32b	21b 22:c,e,f 24a,b, 43c,d,e.	22a 42abcd	42abcd 43ab	32b 43ab	
Transition Year 2	31a,b,c,l 42b	31d,e,f 32b.	21ab 4abc	4abc	22f 23abc 25a,b. 3a	22f 23abc 3a 32b 43d,e

APPENDIX IX
Termly Lesson Plan for Science

		Term (a) 1b 2a 2b 3a 3b		
Subject: Science		Year: / - Kindergarten		
P.O.S.	Learning objective	Activity	Resources	Assessment
Sc 2, 1(b), 2(b), 2(c)	<ul style="list-style-type: none"> - to understand humans need food + water to stay alive - to understand that some foods are better than others at keeping us healthy - to understand some foods can be eaten raw + some need to be cooked 	<p>1) class discussion (+ look at ref. books) on 'Why do we eat?'. Write up in topic books</p> <p>2) identify cooked + uncooked foods and those that can be eaten. Put into sets + write up in topic books Food Habits also.</p> <p>3) class discussion - 'Where does food come from?' Look at ref books</p> <p>Identify 2 more food sources (ants + crumb (edible) into water + food)</p> <p>4) Yeast demo (wholeclass)</p> <p>mix ingredients + leave in warm place. Later see what has happened - what has caused the bubbles?</p>	<p>Food + nutrition ref. books</p> <p>shopping bag of various foods (bread + wheat)</p> <p>little bags of food with diff. textures.</p> <p>Food .cf. books</p> <p>Yeast, sugar, hot water containers.</p>	<p>individual recording</p> <p>by class discussion + comments</p>
Sc 3, 2 (b)	<ul style="list-style-type: none"> - to begin to understand that combining some substances (corn) can be changed 			
Sc 1 2(a), (b), (c) 3(a)	<ul style="list-style-type: none"> - to make observations and communicate those to others 			

APPENDIX IX
Termly Lesson Plan for Science

Subject: Science		Year: / - Kindergarten		Term (a) (b) 2a 2b 3a 3b	
P.O.S.	Learning objective	Activity	Resources	Assessment	
Sc 2, 1(b), 2(b), 2(c)	<ul style="list-style-type: none"> - to understand humans need food + water to stay alive - to understand that some foods are better than others at keeping us healthy - to understand some foods can be eaten with some need to be cooked 	<p>① class discussion (+ look at ref. books) on 'Why do we eat?'. Write up in topic books</p> <p>② identify cooked + uncooked foods and those that can be eaten. Put into sets + write up in topic books Food + water also.</p> <p>③ class discussion - 'Where does food come from?' Look at ref books</p> <p>Identify 2 more food sources (plants + animals) (include into worksheet + book)</p> <p>④ Yeast demo (wholeclass)</p> <p>mix ingredients + leave in warm place. Later see what has happened - what has caused the bubbles?</p>	<p>Food + nutrition ref. books</p> <p>shopping bag of various foods (fresh + tinned)</p> <p>little bags of food with diff. textures.</p> <p>Food .cf. books</p>	<p>individual recording</p> <p>by class discussion + comments</p>	
Sc 3, 2 (b)	- to identify main food groups in plants + animals.				
Sc 1 2(a), (b), (c) 3(a)	<ul style="list-style-type: none"> - to begin to understand that combining some substances (mason) them to change - to make observations and communicate these to others 		Yeast, sugar, hot water containers.		

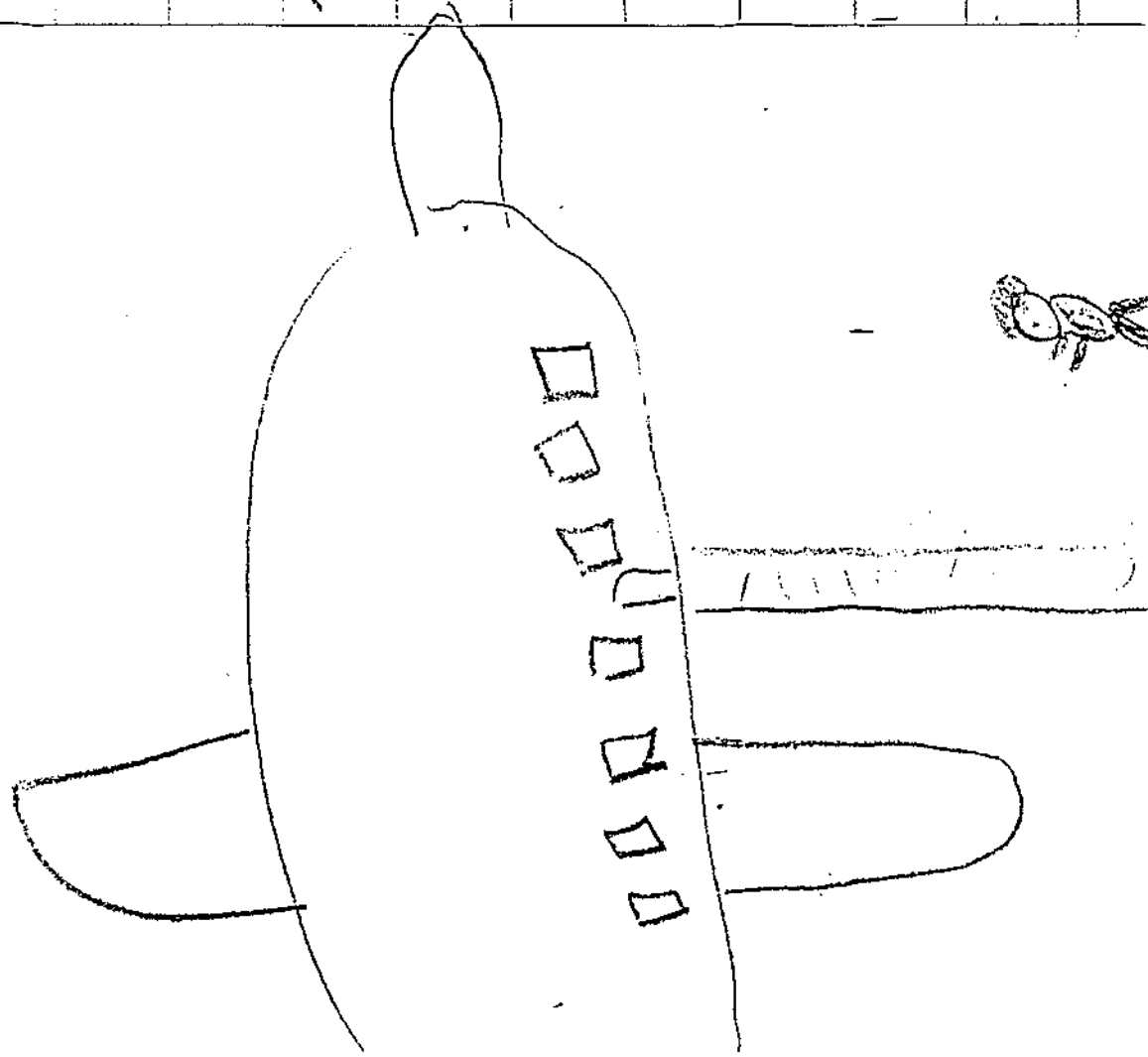
P.O.S.	Learning objective	Activity	Resources	Assessment
<p>Sc3, 2(b) Sc1, 2(a)(b)(c) 3(c)</p>	<p>- to understand that heat can change the properties of materials</p>	<p>⑤ Bread making - in groups - discuss texture + appearance of ingredients + how they change when mixed + kneaded. When risen discuss why - yeast bubbles. How does dough change when cooked? books</p> <p>⑤b) Record in topic books</p> <p>⑥) Where does flour come from - examine whole wheat plant - roots, stem, leaves. Extract some wheat grains + examine. then grind up in mill into flour. Compare wheat to oats and barley + discuss what these are used for</p> <p>⑧ Dairy - story of milk + milk products discussion</p> <p>⑨ Making butter - shake cream + turn into butter</p>	<p>Flour, salt, yeast, water, scales etc</p> <p>examples of loaf shapes</p> <p>bread making photos - to sequence flour + bran.</p> <p>whole wheat plant plus sample of wheat.</p> <p>mini-mill.</p> <p>barley + oats plants.</p> <p>Ref. books</p> <p>whipping cream + sugar contained</p>	<p>by discussion - identify parts of plant.</p>
<p>Sc2 3(b)</p>	<p>- to name external parts of plant</p> <p>- to understand that flow comes from where it is made in the plants seeds.</p> <p>- to change wheat to flour by crushing it.</p>	<p>⑧ Dairy - story of milk + milk products discussion</p> <p>⑨ Making butter - shake cream + turn into butter</p>	<p>whipping cream + sugar contained</p>	<p>by discussion - identify parts of plant.</p>
<p>Sc3, 2(b)</p>	<p>- to understand that milk/cream can be changed</p>	<p>⑧ Dairy - story of milk + milk products discussion</p> <p>⑨ Making butter - shake cream + turn into butter</p>	<p>whipping cream + sugar contained</p>	<p>by discussion - identify parts of plant.</p>

APPENDIX X
Kindergarten Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30		change for ballet		change for gym	
08:45	Registration	Registration	Registration	Registration	Registration
08:50	Assembly	Assembly	Assembly	Assembly	Assembly
09:10	English	Music (SC)	Science	(+MP) Maths	Topic
09:45	English	Ballet	Topic (HB)	(+MP) Maths	English
10:15	Maths	Handwriting	Language (GP)	English	Music (SC)
10:45	Milk & biscuits	Milk & biscuits	Milk & biscuits	Milk & biscuits	Milk & biscuits
10:50	BREAK	BREAK	BREAK	BREAK	BREAK
11:20	R.E. (AAB)	Maths	(+MP) Maths	Gym (JH)	Handwriting
11:50	R.E. (AAB)	Maths	(+MP) Maths	showing	finishing
12:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:50	Quiet reading (VVR)	Quiet reading	Quiet reading	Quiet reading	Quiet reading
13:20	to senior school	BREAK	BREAK	BREAK	BREAK
14:00	Swimming	English	Topic (HB)	Art & Craft	choosing
14:30	to junior school	games & puzzles	Language (GP)		
15:00	Story/showing	Story	Story (RAG)	Story	Story
15:30					

APPENDIX XI

Student's Writing Sample
Katharine's Story



Friday 20th February
Once there was a
little girl. And
her Daddy took
her to the airport.
Then the little
girl's Daddy got
lost. And the
little girl looked
under the planes.
And over the planes.
And beside the planes.

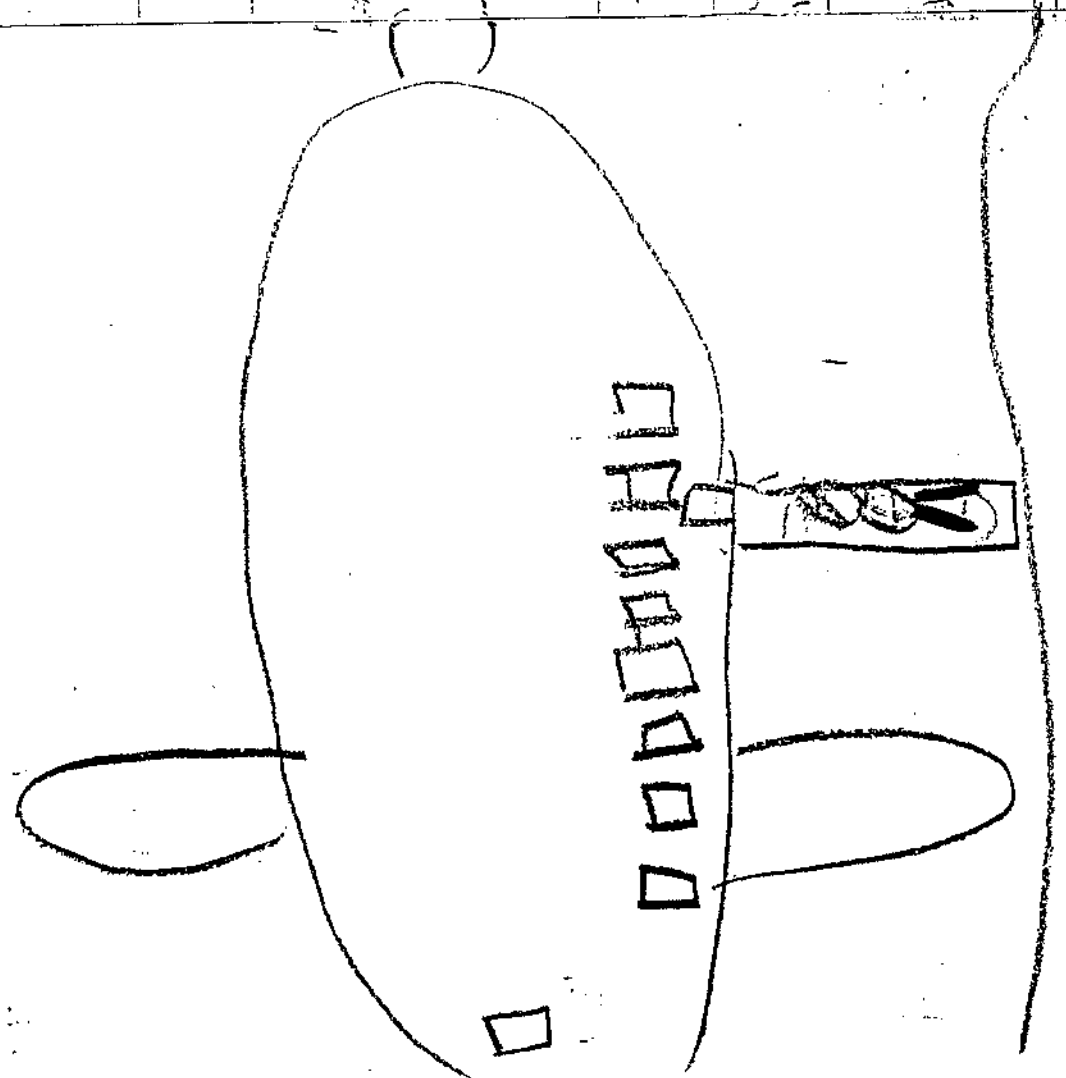
Then she decided to
go - in a plane. ✓ To

look for her DADDY
So she climbed up
the ladder. But her
DADDY wasnt there.

Then she saw the
driving seat. / And

she went up to
the driving seat

And she sat her
self down. And



and she said to
herself. / Its all right

if I press one
button. / so she

stretched ^{it} out her

hand. / And she

pressed a green

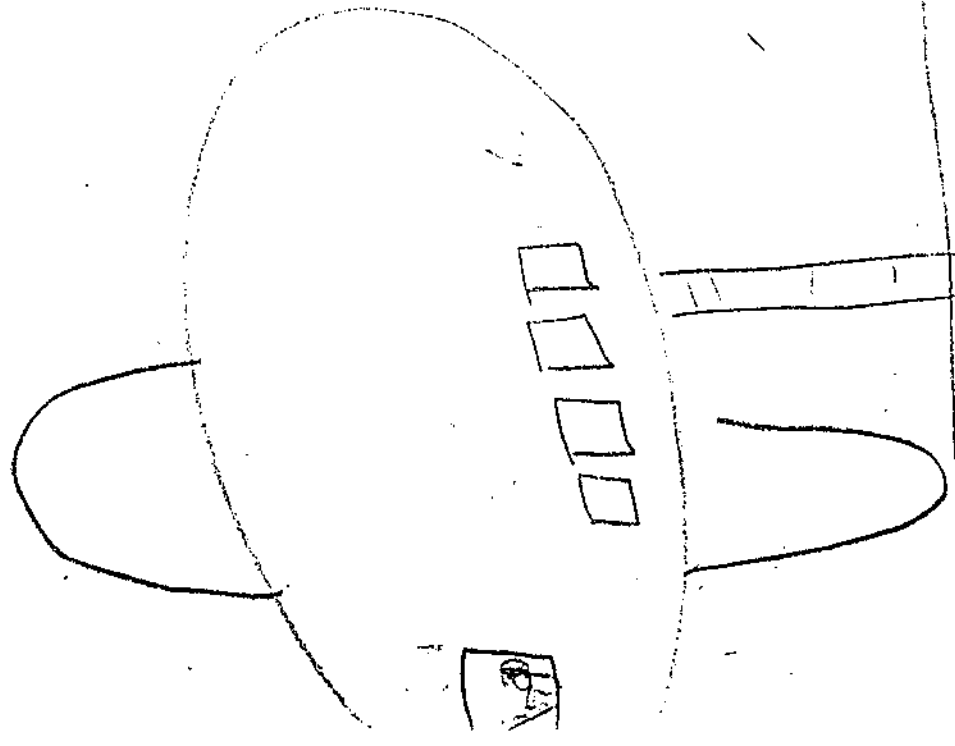
button. / And the

door shut. / Then

she said its all right

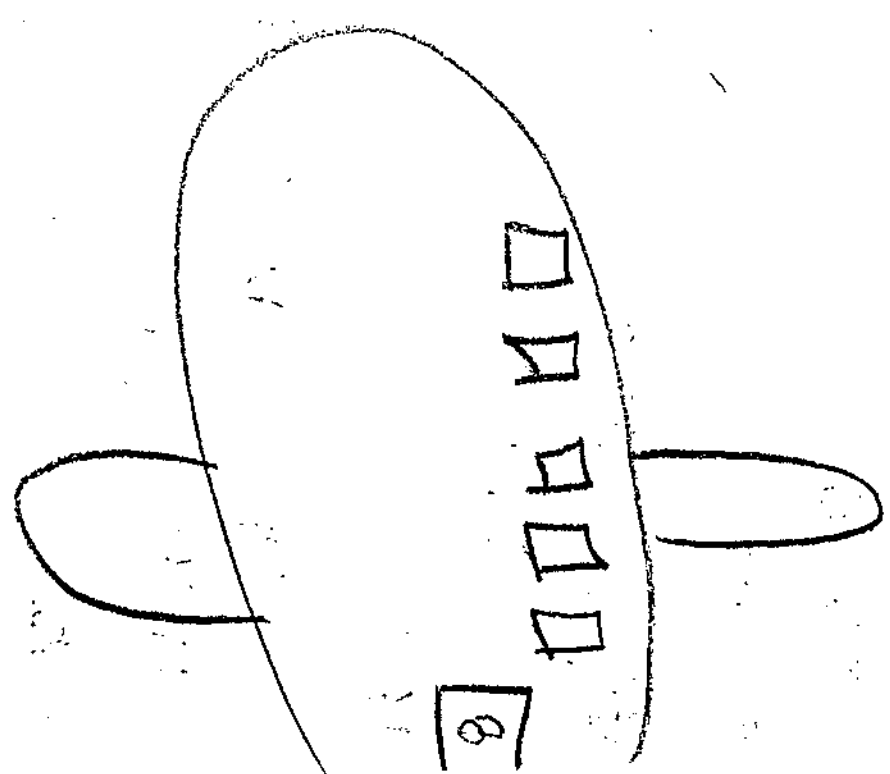
if I press one more

button. / so she did



this time she pressed
A red button, And
the engine came
on. And the plane
^{went}
what into the
air. And then she

pressed a blue
button. And the
radio came on. ✓
And he said. Bring
my plane back you
thief. Now.



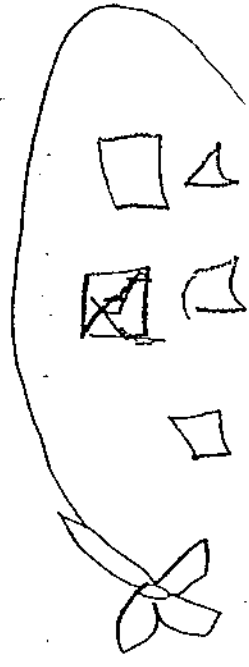
listen carefully,
turn the wheel to
the left. So she
did, good now pull
the wheel down, and
she did, it came

down. But the plane
had crashed. Then

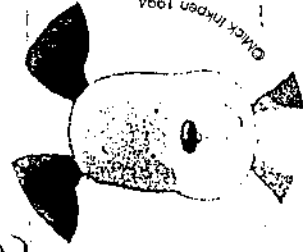
lots of people came
and her, Dad, did

too. He said are

you ok yes she said



and do you know
what she was when
she grew up? she
wasn't a doctor. she
wasn't a nurse. she
was an aeroplane
pilot. ✓



Very good Katharine, well done.
Please remember to start your
sentences with a capital letter.

