



The German education system: A significant shift from secondary to primary and elementary education

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How does the German education system look like?

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German Education System (1)



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German Education System (2)



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German Education System (3)



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German Education System (4)



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German Education System (5)



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German Education System





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Why education reforms in Germany?

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PISA-Shock



Weekly magazine: "Der Spiegel"

PISA-Study: the new education debacle

Are German pupils stupid?

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The debacle

- 2001 Germany took a massive blow to its national ego.
- PISA, the Program of International Student Assessment that was cobbled together by the Paris-based Organisation for Economic Cooperation and Development (OECD) tested 15-year-olds in 32 nations.
- German pupils ranked 21st in reading, 20th in math, and 20th in science.
- German scores fell significantly below the OECD average on all three measures.



German education system reforms: the example of Competency Based Education (CBE)







Research results evoking a significant shift to early years education?



technische universität dortmund אַמְלַקַשָּם אָר לפר לדין אַפּת גוּתלאפוּנ Cognitive development research







German elementary/primary education reforms: the example of **"Kindergarten-Primary School-transition**"





Curriculum reforms

- At school-entrance children should have acquired an array of precursor skills to competencies, e.g. emotional-social, language, mathematical and nature science competencies;
- the child's coping strategies and the teachers transition related professional guidance should be developed;
- a domain-specific affiliation between kindergarten and primary school should be enabled;
- a continuing cooperation between kindergarten and primary school has to be established...





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Administrative reforms

- Integrative and flexible school entrance phase as one of the most important transition oriented reforms;
- More institutional flexibility concerning the school entrance age;
- Children can start school earlier or later;
- Joint decision making of parents, educators and teachers;
- Main goal is to foster children's individual competency development;
- Project "Accompanied School Entrance Phase" (special school development advisors)...



children 1995 to 2006





Educational quality reforms: the example of

Trans KiGs

Stärkung der Bildungs- und Erziehungsqualität in Kindertageseinrichtungen und Grundschule Gestaltung des Übergangs

U technische universität dortmund <u>สู่สุด</u>จองัห der frühen Kindheit Frame of TransKiGs

- TransKiGs = Transition + Kindergarten + Grundschule (= Primary School)
- Compound Project (5 Federal States = Berlin, Brandenburg, Bremen, Thüringen, Northrhine-Westfalia)
- Financed by the Federal State of Germany (Federal Ministry of Education and Science)
- Current time: 1.10.2005 31.12.2009.



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Goals of TransKiGs

- Strengthening oft the learning quality of kindergarten and primary school
- Strengthening of the education quality of kindergarten and primary school
- Application of high quality transition processes.

technische universität dortmund <u>คลู่สุด</u>จองิห der frähen Kindheit **The TransKiGs-Project**



U technische universität dortmund המלקלקססיוג לפר לדעה גותלהפונ Goals of the evaluation study

The main objective of this longitudinal study is to investigate the interrelationship of

- the individual development of key competencies
- the transition-specific quality of the contexts.

Included domains of child development are: narrative, mathematic, scientific, and learning competency.







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"Professional development research": one example of professional development effects



Profile of teacher's attitudes







Profile of teacher's attitudes



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Effects of TransKiGs-participation

	TransKiGs-Kita		
	+	-	p
" Reform willing"	78,8%	21,2%	.022
"stock keepers"	23,3%	76,7%	



"Professional development research": one example of professional usage products



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technische universität pädagogik der frühen Kindheit dortmund **Example: Item 8 "challenge children"** minimal inadequate excellent good 2 4 3 5 6 1.1 The teacher never 3.1 The teacher tells the 5.1 There are materials, 7.1 The teacher offers the children that they have supplies, which allow says anything about the children pedagogical behavior, personality or done something well. children to evaluate their assistance, when performance of individual own performance. something failed in order children to manage it (such as explanations of what should be observed. considered better). 1.2 The teacher uses 3.2 The teacher says to 5.2 The teacher 7.2 The teacher points out, if children have managed every opportunity to tell the children which did encourages children to try the children what they something new, to test special, new not manage something have done wrong / not so that they should try it achievements (ie. themselves. progress will be marked). well again. 7.3 The teacher conveys the children that it is fun / worthwhile to deal with tricky tasks.





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Excellent "challenge..."







Rating experiences



Kindes

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