

Parents' and local community's involvement in early -age education programs in kindergarten

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Abstract: Representing the first step that formal education prepares, early -age education deals with the children's formation, beginning with their birth until they start the Compulsory Education System, when the psychological characteristics of every child's development really matters.

Keywords: early- age education, educational partnership, local community, educational factors, and skills.

Early Age Education begins with the birth. It is a necessity both for individuals and society.

Early Age Education related with children training from birth to age of six years old and takes account of the psychological characteristics of each child's development.

To obtain the child's educational success, is absolutely necessary to involve all the factors contributing to its development: family, educational institution and community.

Do not forget, however, that parents are the first educators of children. They are the first people the child comes in contact with, in the first moments of his life. The role of parents is crucial in child's development. It must, however, neglect the fact that they can influence positively or negatively, by their conduct, the education of children. Here comes the role of nurseries and kindergartens in educating children, intended to keep in touch with family, awareness its role in child's development. Nurseries and kindergartens ensure the complementarity in education, without replacing the family's role. Partnerships with family co-opt the parents as equal partners in the educational process; inform them about the values promoted

by nurseries and kindergartens, transforming them through various means in direct beneficiaries of their own children. We will continue to exemplify a model of projet-partnership with parents- proposed just for the purpose of maintaining family connections.

DRAFT EDUCATIONAL PARTNERSHIP WITH FAMILY

PROJECT THEME : ``Educational climate``

PARTNERS : Kindergarten and children`s parents, other kindergarten, School Inspectorate

PROJECT COORDINATOR : Teacher

REASON:

Analyzing aspects of the experience of teachers, after the discussions and actions of the Methodical Commission, have found weaknesses in terms of providing educational climate in the family. Actions in the project can improve child-parent relationship through awareness educational climate role in child`s development.

PURPOSE:

- exchanging views regarding the need for a healthy learning environment
- establishment of joint coordinated to ensure educational surroundings
- initiating joint actions by the group of parents` direct contact with people empowered to conduct an educational process
- expressing the views of participants on the actions undertaken under this project

METHODS/ WORKING TECHNIQUES

- workshops, exposures, debates, exhibitions, photo albums, watch movies.

BENEFICIARIES: children, parents, team kindergarten, the child's social entourage

LOCATION: kindergarten and other facilities required by the timetables

DATES : current school year

EVALUATION: questionnaires, exhibitions photo albums

CALENDAR OF ACTIVITIES

<i>Number criterion</i>	<i>Date Theme</i>	<i>Means of achieving</i>	<i>Content of action</i>	<i>Who participates</i>	<i>Evaluation</i>
1	October `` Everything for my child``	Meeting between partners	1. informing parents about the need to initiate this project 2. establish the data actions that will be carried	-parents - teachers -partners - collaborators	Video recording
2	November `` Me and my child``	Reports Impressions	• presentation by the parents of the family educational environment (environment, child-parent relationships)	-parents - teacher - psychologist	Photo recording
3	December `` So yes! So not!``	Documentary	• presentation of images that illustrate the positive and negative aspects regarding the educational climate in the family	- parents - grandparents - teachers	Questionnaires
4	January `` The child in the kindergarten``	Visit to the kindergarten partner	• observation of the educational space, arranged in support of integration in preschool of the children	- teachers - parents - grandparents	Photo recording
5	February ``My child``	Psychological counseling	• Analysis needs for healthy development of their children • Adults behavior to ensure a healthy educational environment in the family	- parents - teacher - psychologist	Records in the log
6	March ``I m a child as you are!``	Playing	• Parent-child interaction by simulating the play of an afternoon in the family	-parents - children -teacher	Video recording
7	April	Demonstration	• An activity in the kindergarten together	- parents	Making a mock

	<i>`` Parents and children at the kindergarten``</i>		with the children and parental involvement in this activity	- teacher - children	
8	May <i>`` My advice!``</i>	Workshop	<ul style="list-style-type: none"> Parents and teachers make a guide together including helpful tips, to ensure an educative conducive climate for the child development. 	- - parents - teacher - psychologist	Presentation of the guide
9	June <i>`` Always together``</i>	Workshop	<ul style="list-style-type: none"> All participants arrange in a nursery a small area for parents to expose: opinions, suggestions, impressions, proposals, pictures, albums, photographs 	- all participants	draw conclusions, impressions

If we have insisted on the importance of maintaining permanently the family -nursery-kindergarten relationship, we must not undermine the role of the local community in child`s development.

He comes in contact with various people; it grows and develops in rich environment of the Community.

The culturally specific, the values of this environment that should be considered in structuring the work. It is necessary training community members in making decisions, directing activities, alleviating some negative aspects.

With their support, it can enrich the material basis of unity. Following visits of new partners, staff establishment will show availability of collaboration in various fields (education, health, household, information). We have encouraged the voluntary actions taking into account the correlation between personal skills and work involved. Any contribution will be negotiated by clarifying roles, limits of competence and obligations of both parties.

To understand better the role of community members in child`s development, I will materialize these issues through a partnership project with people- puppet theater actors.

DRAFT EDUCATIONAL PARTNERSHIP WITH COMMUNITY

PROJECT THEME : ``Developing communication skills at preschool children``

PARTNERS : Kindergarten and Puppet Theater

COLLABORATORS: The school who has initiated the project

ARGUMENT: Analyzing the work with preschool children, the teachers have noticed that in the presence of characters from fairy tales, the children show more availability of communication, making conversation with them and the child's behavior is characterized by disengagement, confidence and safety. Thus, the actions of the project can improve verbal communication.

OBJECTIVES:

- Identifying the children with verbal communication detention, the timid and suspicious children, too.
- Stimulating and involvement of children in the verbalization of actions, thoughts, impressions
- Making dolls and their handling
- The expression of partners on the effectiveness of measures implemented under the partnership project
- Making an exhibition of objects produced with the partners in the workshops

METHODS/ WORKING TECHNIQUES: meetings with stakeholders, visits to the theater puppets, stories, conversations, demonstrations, production of dolls, games, exhibitions of photographs.

BENEFICIARIES: children, parents, teachers, society

LOCATION: kindergarten, Theater Puppets and other facilities required by the timetables

DATES : current school year

EVALUATION : games, exhibitions, collections

CALENDAR OF ACTIVITIES

<i>Number criterion</i>	<i>Date Theme</i>	<i>Means of achieving</i>	<i>Content of action</i>	<i>Who participates</i>	<i>Evaluation</i>
1	September ``Joy in the holiday``	Conversation Slide- show of images	3. The children will tell impressions experienced in summer. 4. Will be followed and tracked children with communication difficulties	- children - teachers - actors	
2	September ``The favorite toy``	Story	5. The children will tell a story about their favorite toy 6. The actors will present their puppets, stimulating children's interest for them	- children - teachers - actors	
3	October ``Visit to the dolls` house``	Visit to the Puppets Theater	7. The children will meet the puppets, associating them with their own toys. 8. The teachers and players slowly made contact with the characters in the stories the children know	- children - teachers - actors	Puppets handling
4	October ``Welcome guests!``	Games	9. In the nursery will take place games that the children will play together with the actors, the children being introduced to each character-doll. 10. The actors would insist on	- children - teachers - actors	Fitting a space for hosting dolls

			the dialogue between the children and dolls, which remains in the nursery just to stimulate the beginning of a relationship of friendship.		
5	November <i>`` Talking with my friend``</i>	Stories Games	<ul style="list-style-type: none"> • The children will be encouraged to take their friend to play and communicate with it. • The actors will suggest different topics and games. • Will assist parents, too, in order to encourage family communication. 	- children - parents - players - teachers	Audio recordings
6	December <i>`` Let`s go together at the winter celebration``</i>	festivity	<ul style="list-style-type: none"> • Marionettes Puppets attend the festivities to encourage the children to trust themselves. • In turn, the players will provide a brief program with their dolls. 	- children - teachers - actors - children`s entire family	Photo and audio recordings
7	January <i>`` We do toys our owns``</i>	Workshop	<ul style="list-style-type: none"> • The actors will teach the children to make the dolls themselves, stimulating a constant communication. 	- children - actors - teachers	Exhibition
8	February <i>`` My story``</i>	Stories Puppets handling	<ul style="list-style-type: none"> • The children will be stimulated to report a story about the doll made of themselves. 	- children - actors - teachers	Audio-video registration viewing

9	March ``Talking with my mummy``	Stories Conversations	<ul style="list-style-type: none"> The children`s mothers will initiate conversations in groups of 3-4 children, along with their dolls. The actors and teachers will assist, appreciating the children`s communication progress. 	<ul style="list-style-type: none"> - children - actors - teachers - moms 	Questionnaires for moms
10	April `` My interview``	Conversations	<ul style="list-style-type: none"> The children, the actors and educators will go together on the street, trying to interview the passing people on different themes, set out above. It will be clearly observed the degree of disengagement or inhibition of children in contact with any stranger 	<ul style="list-style-type: none"> - children - teachers -actors - strange people 	Video recording
11	May `` My work``	Workshop	<ul style="list-style-type: none"> The children will make an exhibition of dolls made of themselves and an album of photos taken in various actions. The teachers will stimulate permanently the communication . 	<ul style="list-style-type: none"> - children -actors - teachers - parents 	Exhibition with works Compiling an album
12	June `` What we have managed together?``	Debate	<ul style="list-style-type: none"> Participants conclude what has been achieved 	<ul style="list-style-type: none"> -actors - teachers - parents 	Impressions Draw conclusions

Studying the project of partnership with the community which is proposed to progress, we can see that it was not ignored at all participating parties, just the idea to keep in touch with family, through its continuous information about all the actions for child`s development.

It should be noted that both family and community, along with teachers directly involved in the education of children have an important role in attracting opportunities that will lead to improving conditions for the process of education and to increase its quality.

The importance of partnerships resides from the need to open the nurseries and kindergartens towards community and community awareness to their needs.

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