Conference or Workshop Item

Title: Widening our perspectives: a trip to Hungary

Creators: Teszenyi, E.


Version: Presented version

http://nectar.northampton.ac.uk/4567/
Widening Our Perspectives: a Trip to Hungary

Eleonora Teszenyi – eleonora.teszenyi@northampton.ac.uk
Alison Rowe – rowepa@aol.com
Suzanne Allinson – suzanne@sallinson.orangehome.co.uk

University of Northampton 2012
Our motto:

‘New frameworks are like climbing a mountain- a larger view encompasses rather than rejects the more restricted view.’

(Einstein, n.d. in Rawlings, 2008:40)
Context

• As part of EYFD a study trip to Hungary in March 2012
  – Observed provision for children
  – Became familiar with their National Core Programme; immersed in a different culture
  – CPD: engaged in professional discussions with kindergarten pedagogues, managers

• Impact:
  – Reflections, questioning, reviewing practice, examining own personal pedagogies
  – Professional discussions with colleagues, fellow students
  – Sharing experiences at Tactyc, generating discussion
Aims for the discussion forum

• To briefly outline and compare selected elements of the EYFS (DfE, 2012) and the Hungarian National Core Programme for Kindergartens (1996)

• To examine the ideas of ‘excessive individualism’ and ‘sense of community’

• To explore and provide examples of how the ‘sense of community’ is achieved in Hungarian kindergartens

• To invite the audience to engage in professional discussions
EYFS (DfE, 2012)

- Statutory nationwide
- Development Matters for the different ages and stages + ELG-s
- 3 prime areas:
  1. Personal, social and emotional development
  2. Communication and language development
  3. Physical development

Hungarian Core Programme (1996)

- Personalised local programmes based on the Core Programme
- Typical characteristics of development at the end of the kindergarten years
- 3 prime areas:
  1. Establishing healthy lifestyles
  2. Emotional and social development
  3. Nurturing mother tongue and cognitive development

University of Northampton 2012
EYFS (DfE, 2012)

• Unique Child principle:

‘Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured’ (DfE, 2012:3).

Hungarian Core Programme (1996)

• Image of the child:

A child is unique, a social being who cannot be replaced by another. A child has a developing personality which is influenced by genetics, the rate of development (maturation) and spontaneous as well as planned environmental effects.
'excessive individualism’ vs sense of community

• ‘...excessive individualism needs to be replaced by a value system where people seek satisfaction more from helping others rather than pursuing private advantage’ (The Children’s Society, 2009)

• ‘...individuals will never lead satisfying lives except in a society where people care for each other’s good as well as their own.’ (Layard and Dunn, 2009:6)

• ‘individual rights matched by corresponding responsibilities for others’ (Layrad and Dunn, 2009:6)
Sense of community in Hungarian Kindergartens

• Work-type of activities (chores) is one of the types of experiences specified in the Core Programme (1996)
  – Supports personal development (self help skills, helping others, working together with peers and adults; caring for the environment and animals/plants)
  – Helps develop attitudes, skills, abilities and personal characteristics essential for later life (perseverance, independence, taking responsibility, having goals)
  – Helps develop relationships and a sense of worth within a community, helps acknowledging contribution from others
Sense of community in Hungarian Kindergartens

• Family grouping (mixed age groups) from age 3 to 6+

• Mixed age grouping has positive effects on a child’s cognitive, social and emotional development and social atmosphere (Umek and Musek, 1997).

• ‘elicits specific prosocial behaviours such as helping, sharing and taking turns’ (Katz, 1990:21)

• Mirrors a home setting
Sense of community in Hungarian Kindergartens

• Preserving cultural heritage
  – folk traditions: dances, ring games,
  – Customs and habits
  – Mother tongue/traditional tales, rhymes

• Using the local community

• Parent partnership – a sense of community amongst parents
Points for discussion

• Does the concept of the unique child distort our wider view of the child within the community?

• Does our focus on the individual inhibit their potential in society?

• Is same age grouping beneficial to the child or the education system in England?
References


