



INCLUSIVE EARLY CHILDHOOD EDUCATION (IECE) PROJECT

EXAMPLE OF IECE PROVISION: NETHERLANDS

1. Abstract

Spelenderwijs Utrecht: 61 locations, 150 groups, 15 children in a group from 2.5 to 4 years old: www.spelenderwijsutrecht.nl.

Target group (children of parents with lower education levels): 1,400 children, ten hours a week. All other children (1,000), five hours a week.

Example of IECE provision: Hart van Noord –

www.spelenderwijsutrecht.nl/Spelenderwijslocaties/LocatiesZuidwest-Kanaleneiland/HartvanNoord.aspx:

- 135 children;
- Two tutors: one with higher education qualifications and early childhood specialism, one MBO (vocational training qualification) and early childhood specialism;
- Special programme for early childhood education;
- Certified for 3F language standards;
- Every group has a coach available for 1.5 hours a week;
- Every group has an SEN specialist to support the tutors for 2 hours a week;
- Works collaboratively with the primary school;
- Parents are educational partners;
- Many different children visit the provision:
 - Children with different ethnic backgrounds (90%);
 - Children whose parents have high education levels (5%);
 - Children whose parents have low education levels (95%);
 - Children whose parents both work (25%);
 - Disadvantaged children (90%);
 - Children with learning disabilities (1%);
 - Children with language and developmental disorders (70%);
 - Children with other developmental disorders (80%).



Curriculum

http://www.slo.nl/downloads/documenten/Schemas_Nederlandse_taal_MR.pdf
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http://www.slo.nl/downloads/documenten/Schemas_Rekenen-Wiskunde_MR.pdf

http://www.slo.nl/downloads/documenten/Sociaal-emotioneel_doelen_20aanvang_20groep_201_20en_20eind_20groep_202.pdf/

Gemeente visie op VVE in Utrecht

Pedagogisch kader

VVE Inspectiekader van de onderwijsinspectie PO

<http://www.nuvoorlaterutrecht.nl/documenten>.

2. Inclusive features


The setting is not able to provide inclusive education for children with severe physical disabilities.

The setting works together with youth health care services to identify priority children who will attend the provision four times a week (minimum ten hours). These children have special needs or parents with low education levels. In Utrecht, there are 1,575 such children. Some 900 children whose parents have high education levels also attend the setting. Many children's additional needs are not initially evident and are diagnosed during their time in the setting. All of the children are observed and there is a specialist who supports the tutors.

Staff at the setting work together with specialists from the youth and health care services, who also provide a specialist to advise the tutors. Neighbourhood support teams (<http://www.buurtteamsutrecht.nl/>) can support families with special needs.

Daily activities:

- Children are greeted and their parents can stay and play with them for 15 minutes;
- A short plenary activity with the group;
- Differentiated play (scaffolding) and creative activities, in which the tutors actively take part using many languages;
- Cultural activities and music making;
- Reading to the children;

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- Outside play;
 - Activities with the parents.

The Utrecht Quality Programme contains 12 priorities for how young children learn.

Learning is organised within a learning environment.

The setting is in a peaceful neighbourhood with a democratic citizenship.

3. Inclusive highlight

In this setting there are nine groups with 135 children visiting the provision every week. There is a large, strong team with several highly-educated professionals and a strong connection to the neighbourhood. There is a special programme called *Good, Better, Best* which empowers parents to provide educational support to their children. The programme invests in parents on different levels.

www.alsare.nl

<http://www.nuvoorlaterutrecht.nl/kennisplein/gp-speerpunt-ontdekken>

4. Other evidence of quality IECE

The University of Utrecht observes the quality of processes in the class groups and advises on how tutors can improve their skills.

Learning networks are developed together with primary schools and childcare providers: www.nuvoorlaterUtrecht.nl

The setting was deemed as being a good example to others in the latest report by the Dutch education inspectors.