



IO3: Training Reference Framework

1. Competence Requirements in Early Childhood Education and Care (CoRe Report 2011)

The CoRe Report presents the findings of a European research project jointly conducted by the University of East London (UEL) and the University of Ghent (UGent). The comprehensive study on competence requirements in early childhood education and care (CoRe) aimed to provide a definition of core competencies and to develop recommendations for action at professional and policy level. It explored conceptualizations of competence in early childhood practice and it also identified systemic conditions for developing, supporting and maintaining competence in all layers of the early childhood system. Considering the research findings, CoRe developed policy recommendations in intensive consultation with key stakeholders in ECEC in Europe.

The CoRe Report considers four dimensions of professional competencies:

1. individual competencies
2. institutional competencies
3. inter-institutional and inter-agency competencies
4. competencies of governance

Whereas competencies are usually defined in terms of knowledge, skills and attitudes, the CoRe Report broadens this traditional definition to embrace the complexity that characterizes educational work and assumes that competencies unfold in terms of knowledge, practices and values relevant to all layers of the early childhood system. The intention of such a definition is to turn away from a technical view of things (*"Do I do the things right?"*) to a reflective perspective (*"Do I do the right things?"*). At the very core of professional competence lies the constant ability to connect the dimensions of knowledge, practice and values through critical reflection.

2. STORIES Competence and Training Framework

The STORIES project defines the competencies needed in order to implement digital storytelling in ECEC institutions by taking into consideration the recommendations of the CoRe Report. According to the CoRe report the implementation of digital storytelling requires, first and foremost, individual competencies. Here, the critical reflection is an important factor in our competence reference framework.

2.1 Competence Framework



STORIES aims at fostering media literacy competencies in ECEC institutions. Thus, kindergarten teachers need to know what is meant by this term. Furthermore, they need to acquire media literacy competencies themselves. Such competencies include the use and production of media as well as its critical reflection. Besides having media literacy competencies, kindergarten teachers need to be competent in teaching media literacy, which cannot be acquired by explaining but by using and reflecting media. Therefore, kindergarten teachers function as coaches attending the use and reflection of media. For kindergarten teachers it is therefore important to know about ways to implement pedagogic strategies that help fostering media literacy. The pedagogical approach 'digital storytelling' is one way of fostering media literacy.

According to the CoRe-Report, the competencies needed for implementing digital storytelling in ECEC institutions can be divided in the dimensions knowledge, practices and values:

2.2 Training Framework

In order for kindergarten teachers to acquire the competencies from 2.1., they go through a training programme ensuring that they have well-developed competencies in the field of digital storytelling in early childhood education and care (ECEC).

The training programme is divided in four modules:

1. Digital Storytelling Pedagogical Approach
2. Technical Training
3. Laboratory Project Work
4. Design of Educational Projects

Module 1: Digital Storytelling Pedagogical Approach

Within Module 1, the participants acquire pedagogical (content) knowledge in order to implement media projects based on digital storytelling in their ECEC institutions.

Modul 1a: Media Literacy and Media Education

The participants address the terms of 'media literacy' and 'media education' and reflect on how they relate to the lives of young children in a media society. They also look at (national) social and educational policies, on the basis of which they decide on whether and if so, why and how new media could, or rather should be used in ECEC.

Moreover, this module deals with learning theories (cognitivism vs. constructivism) and provides the participants with the pedagogical basis for designing media products. This forms the basis for the participants to explain the pedagogical surplus of digital storytelling.

Modul 1b: Digital Storytelling

Using good-practice examples, the participants approach the format of the digital story and



work on its structure and features.

Furthermore, this module provides participants with the basic steps for planning a digital storytelling project in ECEC institutions. From a practice-oriented perspective, they learn about techniques to develop and create digital stories with young children. With regard to young childrens' cognitive, social-emotional and linguistic development, this provides the basis on which the participants reflect on the potential of digital storytelling for facilitating multiple literacy skills in ECEC.

The participants also gain insights into how digital storytelling can be implemented in the pedagogical routine in ECEC institutions.

Module 2: Technical Training

Module 2 offers information on the functions and operations of the technical equipment needed for realizing digital storytelling projects. Depending on the project, this involves laptops and cameras, tablets or the i-theatre.

Module 3: Laboratory Project Work

Within Module 3, the participants develop and create own (digital) stories. This module aims at deepening and applying the pedagogical and technical basis laid in the preceding modules. Within the framework of the STORIES project, this module conduces to the formulation of the process underlying the projects in the ECEC institutions.

Module 4: Design of Educational Projects

Within Module 4, the participants develop their own digital storytelling project including the aims, contents, techniques as well as the implementation in their institutions. Within the framework of the STORIES project, this module conduces to the preparation of the projects that will be evaluated.



Module Overview

Module 1: Digital Storytelling Pedagogical Approach

Module 1a: Media Literacy and Media Education

Working Load	3 h
Participation Requirements	-
Qualification Objectives / Competencies	<p>The kindergarten teachers ...</p> <ul style="list-style-type: none"> • know the terms 'media literacy' and 'media education' and can differentiate them from one another; • know about young childrens' media usage and current studies thereto; • know about current issues on the perceptions and impacts of media and media contents; • know educational and social policies; • can justify media usage in ECEC and reflect on it; • know about the possibilities and limitations of media education in ECEC.
Contents	media literacy and media education; media literacy and communication; reflexive, self-determined and creative media usage; educational basis of media usage (cognitivism vs. constructivism)
Course Type	face-to-face
Forms of Learning	teacher-centered learning, pair- and group work
Requirement for Certificate of Attendance	active participation



STORIES
media & language

Module 1b: Media Literacy and Media Education	
Working Load	5 h
Participation Requirements	module 1a
Qualification Objectives / Competencies	<p>The kindergarten teachers ...</p> <ul style="list-style-type: none"> • know the structure and features of (digital) stories; • know the basic steps for planning a digital storytelling project; • know techniques allowing them to plan and implement digital storytelling projects; • can explain the potential of digital storytelling for competence-building and reflect on it; • know scenarios for implementing digital storytelling in ECEC institutions; • know concepts for action-oriented work with digital stories.
Contents	structure of stories; importance of stories for the pedagogical work in ECEC institutions; traditional and digital narrative forms; digital storytelling in ECEC institutions; digital storytelling and competence-building
Course Type	face-to-face
Forms of Learning	pair- and group work
Requirement for Certificate of Attendance	active participation

Module 2: Technical Training	
Working Load	1 h
Participation Requirements	basic technical knowledge
Qualification Objectives / Competencies	<p>The kindergarten teachers ...</p> <ul style="list-style-type: none"> • know several technologies for implementing digital storytelling projects; • can operate at least one technology for implementing digital storytelling projects.
Contents	depending on the project: laptops or camera, tablets or the i-theatre
Course Type	e-learning (video clips)
Forms of Learning	self-study
Requirements for Certificate of Attendance	no certificate of attendance possible

Module 3: Laboratory Project Work	
Working Load	4 h
Participation Requirements	module 1 and module 2
Qualification Objectives / Competencies	The kindergarten teachers ... <ul style="list-style-type: none"> • master the basic operations of technologies for producing digital stories; • create a media product based on the digital storytelling approach.
Contents	-
Course Type	face-to-face
Forms of Learning	project work, presentation of results, pair- and group work
Requirements for Certificate of Attendance	media product

Module 4: Design of Educational Projects	
Working Load	7 h
Participation Requirements	module 1, module 2 and module 3
Qualification Objectives / Competencies	The kindergarten teachers ... <ul style="list-style-type: none"> • can plan and implement digital storytelling projects; • can apply their theoretical knowledge about digital storytelling in practice; • can integrate digital storytelling projects in the pedagogical routine in their ECEC institution.
Contents	planning a digital storytelling project
Course Type	blended learning methodology: <ul style="list-style-type: none"> • face-to-face introductory session (1,5 h) • independent work with individual advice either online or in person (4 h) • face-to-face final meeting (1,5 h)
Forms of Learning	project work, presentation of results
Requirements for Certificate of Attendance	project outline