



One who teaches children
learns more than they do.*



Network of Staff and Teachers in Childcare Services

*(German proverb)

NEST Newsletter

September 2014- Issue 5

NEST - Network of Staff and Teachers in Childcare Services is a European project funded by the European Commission within the Lifelong Learning Programme – under Comenius sub-programme –, with the aim of establishing a network in the field of staff development in Early Childhood Education and Care (ECEC) in Europe. This is the fifth newsletter of the project.

Update on the NEST project's progress

During the last couple of months, the NEST partnership worked hard to foster the shering process among the different national groups. We have took up the role of translating back and forth discussions, issues, good practices, establishing conversations regardless of language barriers.

In the present newsletter, the main topics are digital media, rating systems and values education as these issues were the most raised in the community and we explored it further to be the center of the discussion during our international workshop in Zagreb.



Make sure you check out our every growing <http://nest-project.eu/> with almost 500 post up to today and the [NEST Library](#) collecting more than 400 resources.

Support to Early Educators to Face Contemporary Issues: Media Education and Values



The joint workshop - held at the [EDEN Annual Conference](http://www.eden-online.org/eden-events/zagreb.html) (<http://www.eden-online.org/eden-events/zagreb.html>) in Zagreb - of the NEST and the ETHOS (Ethical education primary and pre-primary schools for a sustainable and dialogic future - see below the introduction) projects promoted the better understanding of the learning needs, resources and support for the Early Childhood Education and Care field. The workshop pinpointed two contemporary issues, digital media education and values education.

We asked participants to contribute to our on-going discussion about the soundness of existing rating systems used to ensure that content, such as films, videos, DVDs, and computer games, are clearly labelled for the age group for which they are most suitable. You can find a short summary of the workshop discussion as well as the on-line forum dedicated to the topic on the [NEST International Community](#).

Media education and age classification in digital games: Assumption of responsibility or annoying control?

by Anne-Marie Meier (NEST project coordinator)

There are hardly any discussions that are conducted as regularly and controversially as the appropriate handling with computer and video games. Questions about risks posed to children and adolescents, restrictions and prohibitions shape the international public debate. Above all, parents no longer find their way through the media jungle and yearn for assistance to a responsible and reflective approach to the increasingly popular games.



<http://nest-project.eu/media-education-and-age-classification-in-digital-games-assumption-of-responsibility-or-annoying-control/>

Ethical education primary and pre-primary schools for a sustainable and dialogic future - the ETHOS project



The current crisis has shown that the challenges of Europe are not merely economic or political, but also cultural and ethical. Research has proven that childhood education is the most important phase to initiate a healthy development. Ethical education and critical thinking have a key role in forming an ethical mature human being. Despite this, practices, experiences and opportunities for teachers to obtain knowledge in this field vary significantly, as it is the case with the presence of innovative

educational approaches. Only a good ethical and reflective knowledge coupled with methodological knowledge of educators can lead the way toward good ethical education for a sustainable and dialogic future.

Ethical education encompasses a wide variety of topics and approaches and has to be sensitive to its multi-dimensional and deep anthropological nature. The ETHOS partnership has opted for 5 key topics that are combined with a “multiples intelligences” approach (Gardner, 1998) and methodologies from the field of philosophy for children. The developed and available learning materials are also results of the training needs analysis (in which 150 teachers and 214 parents completed dedicated questionnaires). The 5 key areas are: Friendship, Moral values, Respect, Responsibility, and Tolerance. Find out more at <http://www.ethos-education.eu>

Meet the person behind the username

The NEST Community has a very strong intention to remain in every user’s eyes a group of dedicated flesh and blood individuals. In every newsletter, a core community member will introduce themselves and their professional interest as well as their activity within the NEST network. In this newsletter you can meet Dimitra Micheli, a childcare worker, preschool education teacher at Day Care Center in Athens, Greece.

I am close to kids as an ECEC teacher for about 10 years now, directly after my graduation from High School. I feel that I am still very young and able to offer a lot to children, having gained much experience through my collaboration with colleagues and parents as well.



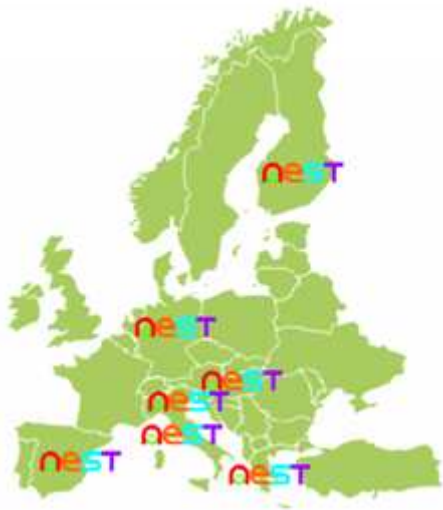
My initial and current aim is to have happy faces in the classroom! Children who will learn the world through playing and activities that suit their age. I am following a certain pedagogical model enhancing children’s skills to think and come up with solutions in different situations. I try to evoke positive feelings and make children love ‘school’, as the pre-kindergarden years are the first encounter of children with school as an institution.

I do my best to provide children with what is needed to become creative and sociable, respecting and loving nature and the environment. In close collaboration with parents and colleagues, I am daily trying to prepare children to better adopt to and face various situations in their lives. I want for the children who pass through ‘my class’ to become responsible and self-assured. It gives me a lot of satisfaction when I see them opening up their wings and out of pure curiosity and desire go further to learn how the world works, gather their own experiences, and form their characters.

Recommended readings

- **Childhood explorer: open access journal** <http://acei.org/acei-publications/childhood-explorer>
Childhood Explorer is an open access journal, published quarterly, by the [Association for Childhood Education International](#). The journal's issues focus on experiences of childhood, education and initiatives to support children's well-being.
- **European Social Network (ESN)** <http://www.esn-eu.org/home/index.html>
The European Social Network (ESN) is the independent network for local public social services in Europe. They support the development of effective social policy and social care practice - including those for children and youth - through the exchange of knowledge and experience.
- **Early childhood education and care (ECEC) in promoting educational attainment including social development of children from disadvantaged backgrounds**
Findings from a European literature review and two case studies Final report.

Keep in touch and help extend the network!



We would like to invite you

- to check out our website and let us know how can we support your work if you are working on the field of Early Childhood Education and Care in any position or
- join our online community to have the opportunity to reach fellow ECEC professionals and fellow researchers from all over Europe.

Meet your colleagues at the NEST Online Community at

www.nest-project.eu

or contact your national representative:

| Institution | Contact person |
|---|--|
| Innovation in Learning Institute, Friedrich Alexander University, Erlangen – Nürnberg, Germany | Anne-Marie Meier, coordinator anne-marie.meier@ili.fau.de |
| University of Macerata, Macerata, Italy | Laura Fedeli, laura.fedeli@unimc.it |
| Scienter Espana, Granada, Spain | Begona Arenas, barenas@scienter.es |
| Amitié Research Center, Bologna, Italy | Svenja Pokorny, spokorny@amitie.it |
| IPAK Institute for Symbolic Analysis and Development of Information Technologies, Velenje, Slovenia | Stanko Blatnik, blatnik@ipak-zavod.si |
| EDUCODE National Center for Professional Development in Education, Tampere, Finland | Marko Lahtinen, marko.j.lahtinen@tampere.fi |
| AMEI WAECE – World Association of Early Childhood Educators. | Elvira Sanchez Ieual. comunicacion@waece.org |

| | |
|--|---|
| Madrid, Spain | |
| European Distance and E-Learning Network - EDEN, Milton Keynes, United Kingdom | Eva Szalma, szalma@eden-online.org |
| Militos Consulting SA, Athens, Greece | Kyriakos Lingas, lingas@militos.org |
| Budapest University of Technology and Economics, Budapest, Hungary | Denes Zarka, zarkakis@edu-inno.bme.hu |



l'umanesimo che innova



Budapest University of Technology and Economics (BME)



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