

Table 1: Programme Content from the CoRe Report Individual Competences (Urban et al., 2011:35-38)¹

Knowledge	Practices	Values
<ul style="list-style-type: none"> • Knowledge of various developmental aspects of children from a holistic perspective (cognitive, social, emotional, creative...) 	<ul style="list-style-type: none"> • Building strong pedagogical relationships with children, based on sensitive responsivity • Observing children in order to identify their developmental needs • Planning and implementing a wide range of educational projects that respond to children's needs supporting their holistic development • Documenting children's progress systematically in order to constantly redefine educational practices • Identifying children with special educational needs and elaborating strategies for their inclusion 	<ul style="list-style-type: none"> • Taking into account children's needs in order to promote their full potential and their participation in the life of ECEC institutions • Adopting a holistic vision of education that encompasses learning, care and upbringing • Committing to inclusive educational approaches
<ul style="list-style-type: none"> • Knowledge of children's different strategies of learning (play-based, social learning, early literacy and numeracy, language acquisition and multilingualism) 	<ul style="list-style-type: none"> • Creating and organising effective learning environments • Arranging small-group project work starting from children's interests (inquiry-based learning) • Encouraging children's personal initiatives • Supporting children's symbolic play through appropriate provision of structured and unstructured materials 	<ul style="list-style-type: none"> • Adopting a child-centred approach that views children as competent, active agents and as protagonists of their own learning • Understanding learning as a co-constructed and open-ended process that ensures children's successful social engagement and encourages further learning • Adopting a cross-disciplinary approach to learning

¹ The conclusions and recommendations of the Urban, Robson and Scacchi (2017) report reflect and are informed by the earlier CoRe report (Urban et al., 2017)

	<ul style="list-style-type: none"> • Generating an appropriate curriculum that stimulates emergent literacy, maths and science skills • Promoting language acquisition from a multilingual perspective (recognising children's home language and supporting second language acquisition) • Offering more personalised and individual learning support to children with special educational needs 	<ul style="list-style-type: none"> • Adopting a multilingual approach that encourages learning in contexts of diversity
<ul style="list-style-type: none"> • Knowledge of communication with children and participation 	<ul style="list-style-type: none"> • Valuing and encouraging children's expression through different languages (painting, dancing, story-telling...) • Making accessible to children the cultural heritage of local communities as well as the cultural heritage of humankind (arts, drama, music, dance, sports...) • Encouraging children to engage in cultural production as a way to express themselves • Involving children in community-based projects (festivals, cultural events,...) and valuing their contributions (through exhibitions, documentaries...) • Co-constructing pedagogical knowledge together with children 	<ul style="list-style-type: none"> • Adopting a rights-based approach to ECEC in which children's right to citizenship encompasses their full participation in the social and cultural life of their community • Promoting democracy, solidarity, active citizenship, creativity and personal fulfilment

<ul style="list-style-type: none"> • Knowledge of working with parents and local communities (knowledge about families, poverty and diversity) 	<ul style="list-style-type: none"> • Analysing the needs of local communities to work effectively with parents and disadvantaged groups • Establishing relationships with parents based on mutual understanding, trust and cooperation • Enabling open communication and reciprocal dialogue with parents • Creating systematic opportunities fostering dialogue and exchanges (e.g. documentation, but also welcoming practices...) • Involving parents in the decision-making processes (collegial bodies, parents-teachers committees,...) and taking their perspectives into account • Co-constructing pedagogical knowledge together with parents and supporting their parental role • Organising initiatives involving parents as well as members of local communities (e.g. workshops, debates and open conferences,...) • Building up support for ECEC services within local communities • Establishing collaborative relationships with other professionals (e.g. health and social services) 	<ul style="list-style-type: none"> • Adopting a democratic and inclusive approach to the education of young children and families in order to sustain social cohesion • Recognising the educational responsibility of parents as main educators of their children during the early years
<ul style="list-style-type: none"> • Knowledge of team working (interpersonal communication and group-work dynamics) 	<ul style="list-style-type: none"> • Continuously reviewing practices individually and collectively 	<ul style="list-style-type: none"> • Adopting a democratic and critically reflective approach to the education of young children

	<ul style="list-style-type: none"> • Sharing and exchanging expertise with colleagues in team meetings • Engaging in discussion and learning from disagreement • Developing educational practices together with colleagues through joint work • Co-constructing pedagogical knowledge through documentation and collective evaluation of educational practices 	
<ul style="list-style-type: none"> • Knowledge of working in contexts of diversity (anti-biased approaches, intercultural dialogue, identity...) 	<ul style="list-style-type: none"> • Developing inclusive practices that facilitate the socialisation of children and families within a plurality of value systems and proactively address discrimination • Facilitating intercultural dialogue within ECEC services and in the wider community through parents' involvement • Dealing with unpredictability and uncertainty • Elaborating a pedagogical framework that sustains inclusive practices within ECEC services 	<ul style="list-style-type: none"> • Adopting a democratic and inclusive approach that values diversity
<ul style="list-style-type: none"> • Knowledge of the situation of ECEC in the broader local, national and international context 	<ul style="list-style-type: none"> • Actively engaging with local communities in promoting children's and families' rights and participation • Networking with other professionals (e.g. professional associations, trade 	<ul style="list-style-type: none"> • Rights-based approach to ECEC that promotes children's and families' active citizenship, solidarity and lifelong learning

	unions) and engaging in local political consultation	
<ul style="list-style-type: none"> • Health and care of young children and basic knowledge of social protection 	<ul style="list-style-type: none"> • Implementing appropriate practices in relation to children's safety, hygiene and nutrition 	<ul style="list-style-type: none"> • Commitment to child welfare and well-being

