


Education and
Teaching in Early
years from
International
Perspectives

The ETEIP Project

State of the Art:
Information on the
Educational
Systems in
England, Norway,
Spain and Sweden





Aim of State of the Art: Information on the Educational System in England, Norway, Spain and Sweden

The State of the art materials support Early Years Educators knowledge and understanding of the international educational systems so that they can effectively make informed reflections about early years pedagogy and practice. It supports the Mobility Visits and can be used later to support any e-twinning) to make educated comparisons between systems, identifying good practice and applying aspects of this to ensure high quality of provision within their settings.

Aims of the manual:

- To provide a knowledge and understanding of each country's educational system; to enable EYEs to make comparisons and critically reflect on good practice (and what they are observing on the MV) in order to improve and develop the quality of provision and practice in their settings.

Objectives:

- To provide a framework for EYEs that supports them in reflecting on comparative educational systems. The manual will contain information about each country's educational system and the social, economic and political agendas and initiatives that underpin this.

Comparison

	Educational System	
England	Early Years Foundation Stage Birth to 5 years Pre-school 3 – 4 years Reception 4 – 5 years Primary 5 – 11 years	High Schools 11 – 16 -18 years Colleges and Vocational Training 16 – 19 years University
Norway		
Spain	Early Years - First Cycle – Birth to 3 years Early Years - Second Cycle – 3 - 6 years Primary 6 - 12 years Compulsory Education 12 -16 years Upper Secondary and Intermediate Vocational Training 16-18 years	
Sweden	Early Years – 1 to 5 years Preschool Class – 6 years Compulsory School, Special School, Sami School, Children with Learning Disabilities – 7 - 9 years Upper Secondary – 9 – 16 years Folk High School University and University Colleges, Advanced Vocational Education	Other pedagogical Activities Leisure-time Centres Adult Education

PRIMARY

Years Reception-6

SECONDARY

Years 7-11

SIXTH FORM/ FE COLLEGE

Years 12-13

Age 4

Age 7

Age 11

Age 14

Age 16

Age 18

Early Years
Foundation
Stage

Key Stage 1

Key Stage 2

Key Stage 3

Key Stage 4

Key Stage 5

SECONDARY

Years 9/10-11

Age 14

Age 16

SIXTH FORM / FURTHER EDUCATION COLLEGE

Years 12-13

Age 18

GCSEs/BTECs

AS/A levels
and BTECs/vocational



**Universitet
och Högskola**

Yrkeshögskola

**Övriga
kulturutbildningar**

Folkhögskola

**Särvox
Komvox
Sfi**

**Gymnasieskola
Gymnasiesärskola**

Förskola

**Grundskola
Förskoleklass
Specialskola
Sameskola
Grundsärskola**

**Annan
pedagogisk
verksamhet**

Fritidshem

Skolverket

	Curriculum		
England	Early Years Foundation Stage seeks to provide: <ul style="list-style-type: none"> • Quality and Consistency • Secure foundation • Partnership Working • Equality of Opportunity • Areas of Learning and Development 		
Norway	Key Themes: <ul style="list-style-type: none"> • Care and Play • Formative Development and Learning • Communication and Language Competence • Friendship and Community 	Spain	Contents and Areas: <ul style="list-style-type: none"> • Growth of harmony • Discovery and Exploration of the Surroundings • Communication and Representation of reality
Sweden	The preschool should provide each child with the conditions to develop: <ul style="list-style-type: none"> • their identity and feel secure in themselves, • their curiosity and enjoyment, as well as their ability to play and learn, • self-autonomy and selfconfidence in their own ability • a sence of participation in their own culture and develop a feeling and respect for other cultures • openness, respect, solidarity and responsibility, • the ability to take into account and empathise with the situation of other people, as well as a willingness to help others, • the ability to discover, reflect on and work out their position on different ethical dilemmas and fundamental questions of life in daily reality, • respect and understanding of the equal value of all people and human rights, and • a growing responsibility for and interest in sustainable development and active participation in society. 		

Comparison

	Types of Settings			
England	Schools – Maintained, Academy, Free, Independent, Faith Day Care Pre-school, Kindergarden and Playgroup Childminder Children Centres			Public and Private
Norway	Barnehaug Open Barnehaug			Public and Private
Spain	First Cycle – Birth to 3 years Second Cycle – 3 – 6 years			Public and Private
Sweden	Forskola			Public and Private
	Ratios			
England	Birth to 2 years 1:3	2 – 3 years 1:4	3 – 4 years 1:8 or 1:13	4 – 5/6 years 1:30
Norway	1:3	1:3	1:6	1:6
Spain	Birth to 1 1:8 1 to 2 years 1:14	1:20	1:20	1:25
Sweden	1 -2 years 1:5	1:5	1:7/8	1:15

Comparison

	Theoretical Underpinning
England	<p>Piaget – categories of play; stages of learning; schemas</p> <p>Vygotsky and Bruner – social constructivism; zone of proximal development; scaffolding; sustained shared thinking</p> <p>Bowlby and Ainsworth – attachment; transition; key person</p> <p>Bronfenbrenner – ecological systems; partnership with parents; intergenerational relationships; communities</p> <p>Dewey and Laevers – experiential learning; child-centred learning; Leuven scales of involvement and wellbeing</p> <p>Reggio Emilia influences – child as a meaning-maker; hundred languages of children; children as being; rights of the child – pupil voice</p>
Spain	<p>The main approach in the Organic Law 3/2020, LOMLOE is Constructivism Learning Theory. Under this “umbrella” we find authors like Piaget, Vigotsky, Ausubel, Bruner...</p> <p>Learning as the effect of mental construction, whereby learners combine their existing knowledge with the new information to construct meaning.</p> <p>Learning as an active, contextual process and social activity, involves learners to interact with their immediate learning environment.</p> <p>Going deep in the law, we can find other authors approach like Dewey, Decroly, Kilpatrick, Reggio Emilia, Bowlby... among others</p>
Sweden	<p>The curriculum is influenced by Vygotsky’s view on learning in a sociocultural perspective.</p>

Comparison

	Inclusion and Diversity
England	<p>Equality Act 2010</p> <p>United Nations Convention on the Rights of the Child (1989)</p> <p>Special educational needs and disability code of practice: 0 to 25 years (2015)</p> <p>Fundamental British Values introduced in 2011, required to be embedded in curriculums in 2014 - democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Anti-racism; being and ally; decolonisation The Tapestry Education Conference: Reflecting on Anti-racism in the Early Years</p> <p>https://www.youtube.com/watch?v=79hVLTHvrl</p>
Sweden	<p>All children are integrated into the preschool and that includes children with special needs.</p>

Comparison

	Inclusion and Diversity
Spain	<p>In the stage ECEC are enrolled children aged 0 – 5, including those with special educational needs and those who are socially disadvantaged. According to Organic Law 2/2006 on Education (LOE) as amended by Organic Law 3/2020 (LOMLOE) students with specific educational needs are the ones who present: disabilities or severe behavioural , communication and language disorders.</p> <p>Attention to diversity is established in Laws as a fundamental principle that should govern all basic education with the aim of providing all students with an education appropriate to their characteristics and needs. Principle of inclusion is the only way to guarantee the development of each and every student, to favour equity and to contribute to greater social cohesion. The aim is to consider the diversity of pupils as a principle and not as a measure corresponding to the needs of a few.</p> <p>Education authorities prepares Plans on Attention to Diversity to implement education measures and actions allowing the maximum adaptation of the teaching-learning processes to the characteristics of all students.</p> <p>Special Education Centres will provide schooling for pupils with special educational needs that cannot addressed within the framework of the measures for attending to diversity in ordinary institutions.</p>