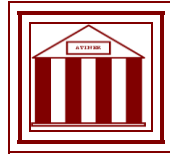


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**Planning and Implementing the Daily Routine in Slovene
Kindergartens and Reggio Emilia Concept**

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Planning and Implementing the Daily Routine in Slovene Kindergartens and Reggio Emilia Concept

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Abstract

Authors in this paper present the design and implementation of daily routines in Slovenian kindergartens. Slovenian national document for preschool education, Curriculum for kindergartens (1999), describes daily kindergarten activities (communication and interaction with and among children, use of compliment and reprehension, rules for controlling time and space) as equally important as Curriculums' written goals and contents. Because hidden curricula may have the strongest affect in the implementation of the daily routine (Apple 1992, Kroflič 2005) we loosened past ideological influences on the kindergarten practice and centered our curricula on preschool teacher's awareness of the importance of hidden curricula elements in the implementation of daily routine. Results (N=331) of a research, part of a project called "Professional training of educational staff for implementing special educational principles of Reggio Emilia concept in the field of pre-school education in the years 2008-2013", done in years 2009 and 2011 show, that there has been some changes in the planning of daily routine. The biggest shift in the implementation of the daily routine was made in so called toilet training and care for personal hygiene. Research results also show that there are some changes in the implementation of nap time or sleeping, which according to the Curriculum for kindergartens mustn't be mandatory for all children, and also in the implementation of focused activities and eating. For even better practice, there will have to be more continuing education and training for professional workers in education with the goal of developing additional competences for recognizing the elements of hidden curricula and for implementing a child active and supportive process of care and education.

Key words: preschool education, curriculum, Reggio Emilia, daily routine, continuing education and training

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1.Introduction

In Slovenia we have in comparison with the rest of the world a well-developed system of organized pre-school education, which is an integral part of the system of care and education, and is since 1993 under the Ministry of education and sports¹. It runs according to the principles of democracy, pluralism, autonomy, competence and responsibility of employees, equal opportunities for children and parents, taking into account the diversity among children, the right to choice and diversity and to maintain the balance between the child's physical and mental development. Children from 1 to 6 years of age are included in a unified system of pre-school education, kindergartens are optional and set up and financed by the municipality. Depending on time and length the most extended are all-day programmes within which children are placed in two age groups from 1-3 years and from 3-6 years of age. The children are grouped into age-homogeneous, heterogeneous or mixed groups. Total care for pre-school children in kindergarten also includes nutrition and the possibility of rest or sleep. The fundamental task of the kindergartens in Slovenia is to help parents with comprehensive care for children, improving the quality of life of families and children and creating conditions for the development of children's physical and mental abilities (White paper on education and training in 1995, 2011).

2. Curriculum and hidden curriculum in preschool education in Slovenia

Professional basis for work in public kindergartens is Curriculum for kindergarten, accepted in 1999 on the basis of the White paper on care and education in Slovenia (1995) and the Law on kindergartens (1996). The Curriculum presents goals of curriculum for kindergarten from which the principles and fundamental behaviors of child development and learning in pre-school are derived and the global goals and derived objectives for each of the fields. Some interdisciplinary activities, including the implementation of the daily routine, are however, as a red thread interwoven through all fields and are a way of life and work in kindergarten. The concept of the curriculum was implemented in kindergarten primarily because of its width, which covers the entire lives of children and adults in kindergarten. Children with their development and individual capabilities and their activity are placed in the foreground; the emphasis is given to their rights. Among the most important objectives of the curriculum we would suggest in particular, better enabling the individuality, diversity and choice, and greater respect for the privacy and intimacy of the child (Curriculum, 1999, p. 7).

An important part of the curriculum is also hidden curriculum, which is an integral part of the curriculum, but we can say that it is outside pedagogical and outside psychological concept. Hidden curriculum and curriculum are strongly associated among themselves so that they cannot be seen as two separate phenomena. The contents of the hidden curriculum teach children norms and values, by means of which their personal behavior in group is disciplined and regulated. It refers to something which holds together the entire institution. Of course, hidden curriculum also has its disadvantages, because children in kindergarten could be trained for

¹ Since 2012 this ministry is called Ministry of Education, science, culture and sports.

obedience, passivity, dedication in destiny, indiscriminate acceptance and alienation. It may happen that a child breaks in routine, in which he is trapped, learns to tolerate contacts and received plans of preschool teacher, which already reminds of the manipulation (Bahovec, Golobič, 2004). Hidden curriculum covers many elements of educational influence, which are nowhere defined, although they are in many cases more effective than direct educational activities, which are defined in the pre-recorded curriculum (Curriculum, 1999, p. 20). As recorded by E.D. Bahovec and K.B. Golobič (2004) the hidden curriculum is the daily routine – it takes place every day, every week, every month, every year and it is all-around. Kroflič (2005) points out that if we place in the hidden curriculum those elements of real happenings in kindergarten that are not recorded in official documents, it becomes clear that it includes those actions of preschool teachers, which are not reflected and immediately planned. Those acts, which affect mainly preschool teacher's implicit theories and notions about the child are mainly present during periods of a child's free games and daily routine. Apple (1992), who studied the phenomenon of hidden curriculum and learning habits, noted that the children's first experiences in kindergarten are essential for their further life, since they learn, in a critical period of socialization, a common understanding of meanings, limitations and potentials, which are then generalized and performed in subsequent interactions with the environment. As Kroflič (2005) highlights, we have in Slovenia with the democratization of educational system, i.e. by adopting the Curriculum for kindergarten in the 1990s, thoroughly loosened the previous ideological influence on the kindergartens practice.

The principle of an open National Curriculum for kindergarten attributes a greater role in the planning to kindergarten or preschool teacher and enables her to maintain her views on raising children in particular at a time when more there is a great appreciation for spontaneous communication and for child-oriented pedagogical activity. Democratization and the increased autonomy of preschool teachers has also increased the risk that the greater part of kindergarten actions are taken by the individual un-reflected ideas of a individual preschool teacher, which are included into the structure of hidden curriculum. Innovation of the curriculum, which reduces the risk, however, is the requirement that the preschool teacher becomes aware of the importance of elements of the daily routine and places them in her reflection and the operational plan. The openness of the national curriculum, therefore, implies a requirement that the preschool teacher includes in her reflection and operational planning also a reflection about how she will structure child's "living space", what kind of toys or materials she will offer within the time allocated to the free game, how she will be included in the child's own-initiative activities, how she will organise available time for the implementation of elements of the daily routines and, in particular, how will she correlate the spontaneous elements of daily life with a more structured means of targeted activities, and thereby enable the realization of the objectives and principles of curriculum. Daily routine as a component of a hidden curriculum is therefore structured mainly by preschool teacher's knowledge of the basis of a child's development and strategies of early teaching as well as her personal holdings of good for the child. Reflection of this value and own personal values, so became a prerequisite to identify opportunities for positive change for those least structured elements of the child's stay in kindergarten (ibid).

In planning and implementing of the curriculum, it is, as a result of systematic loosening and removal of barriers, which condition hidden curriculum, required to conform to group differences and create conditions for their expression, diversity and multiculturalism at the level of a selection of content, activities and materials, respect

for the specificities of the environment, children and parents, provide activities for children in the whole group, in small groups and on an individual level and an appropriate complement and combine different types of activities. The right to choice and diversity must be understood at a level of planning as the offered options of choice, which is also necessary to take into account in the organization of sleep and rest, feeding and other needs, which are part of the daily routine (Curriculum, 1999).

3. The daily routine

Democratization of the curriculum is therefore based on respect for children's rights, which includes loosening and removing of the barriers, related to daily routine and hidden curriculum, and gives children the possibility to choose among a variety of activities. With the principle of openness of the curriculum, everyday activities in kindergarten (interaction and communication with and among children, use of praise and criticism, and the rules for the control of time and space, feeding, rest ...) are as important as the objectives and contents represented in the curriculum. It represents the content or activities which are substantially related to the daily routine and in which hidden curriculum may have the strongest effect (Curriculum, 1999). Although the daily routine is quiet and discreet, is no less active and the child does not learn anything less as they learn by the content of curriculum.

Parts of the daily routine are: the arrival of a child in kindergarten and departure home, caring for oneself, feeding (meals), rest and/or sleep as well as editing and cleaning room, where children participate with their own ideas, are independent and are not divided according to sex (Bahovec, Golobič 2004). Daily routine consists of periods of active learning, which are planning, implementation, restoration, work in small and large groups, outdoor games, transitional activities as well as feeding and resting. It is designed so that it strengthens and promotes the child's abilities, natural interests, self initiative and the skills of solving problems (Vrbovšek 2005). Already from the first day in kindergarten children gradually raise the agenda and tasks that are part of the curriculum (official and hidden). Routine includes activities that children adapt and implement without thinking about their relevance. Most of these tasks are reasonable and necessary for the common life in kindergarten, but some of them are unnecessary or even burdensome (Ebert, 2002, p. 173). Daily routine, consistent of specific time elements, helps preschool teachers to organise the time with the children. Such performance of the daily routine supports the child's initiative and creates a framework for children which represent the psychological security and dedicated environment. In addition, daily routine also facilitates the passage of the children from home to kindergarten because it builds a sense of community (Hohmann and Weikart, 2002).

Research (Bahovec, Kodelja 1996) about the routine in the Slovene kindergartens carried out before adopting the curriculum for kindergarten, showed, that in the past in Slovene kindergartens there was strong concern for hygiene expressed, which could result in medicalization of kindergarten. The proposed changes were mainly in the context of a larger individualization as opposed to routines and "collectivism", mostly during feeding, rest, hygiene (for which was in the past intended 24% of the time), in the implementation of the curriculum there should as little rituals, preparation, waiting as possible and minimal regulations of the "daily routine". Excessive routines have been in the past highlighted in feeding and rest. In the Curriculum for kindergartens, the choice is respected also in feeding and rest. Both should take place calmly, without undue wait, preparing and rush in the dishes. The choice and the option for

the children to serve themselves is allowed, during feeding the competition and comparisons should be avoided and specific habits of families should be taken into account. Rest and sleep are no longer mandatory, nor the time is too strictly defined, organization itself depends on individual needs. Passages from the activities or from lunch to the rest are gradual and should take place calmly and without undue haste.

With the acceptance of the Curriculum for kindergartens in 1999 O. Ebert (2002, p. 178) sees progress in elimination of severe routines in terms of increased flexibility and more released pedagogical approaches, particularly in the areas not affected by sanitary control. Progress is also reflected in more frequent drawing of the attention to the problems which occur in practice.

4. Metodology

Below are presented the results of research carried out in the project "Professional training of educational staff for implementing special educational principles of Reggio Emilia concept in the field of pre-school education in the years 2008-2013" in 2009 and 2011. The question of the research was linked to learning about the views of professional workers (preschool teachers and their assistants) on the importance of the daily routine in kindergarten and especially on the importance of its implementation in the light of the objectives of the official Curriculum for kindergartens (1999) and from the point of view of the informal curriculum and its implementation in the kindergarten, which affect the lives and work of the kindergarten.

In the context of the first research (2009), where 331 preschool teachers, their assistants and others participated, and second, repeated research (2011), where 212 preschool teachers and their assistants participated, we ask the following fundamental research questions: (1) Whether and how often preschool teachers and their assistants plan activities or routines (arrival, feeding, pursuit of toiletry needs, rest and/or sleep, oriented activities, free play and activities according to the choice of the child, stays outdoors) in kindergarten? (2) How flexible is the daily routine in kindergarten (which of the activities of the daily routine takes part always at the same time for all children)? (3) How is the rest and sleep implemented in kindergarten; are professionals taking into account new orientations for the implementation of this daily activities? (4) How is eating implemented in kindergarten? Are preschool teachers and their assistants taking into account children's desires and new orientations for the implementation of these activities?

Prior to the research, we posed the following hypotheses: (H1) We anticipate that preschool teachers and their assistants plan activities for all children daily. We also anticipate that the planning is made in a team. (H2) We anticipate that the daily routine is pretty inflexible and that the most of the activities of the daily routine still takes place for all children at the same time; (H3) We anticipate, that rest and sleep are not mandatory for all children at the same time. (H4) We anticipate that the children can choose what and how much they will eat for breakfast, snack and lunch and that they can talk during meals. We also anticipate that preschool teachers and their assistants not running hard (hidden disciplinary) regime, as for example, children must eat all the food you devoted to them by preschool teachers and wait by the table until everybody is finished eating. Empirical research is based on the quantitative pedagogical research, we used the descriptive and causal-unempirical methods. In a research we included preschool teachers and their assistants from 96 kindergartens across Slovenia. This questionnaire was partially closed, partially open type, and was

in 2009 and 2011 divided between the 550 participants in education and training within the project "Reggio Emilia."

Data have been processed with the statistical package SPSS-X PC and EXCEL.

5 Results and discussion

5.1 Planning of activities or routine (arrival, feeding, pursuit of toiletry needs, rest and/or sleep, oriented activities, free play and activities according to the choice of the child, stays outdoors) in the kindergarten

Whether and how often preschool teachers and their assistants plan activities or routines, which in principle are not an integral part of the Curriculum for kindergarten (1999), but they are among the activities of the implementation of the curriculum, was one of the questions we asked the participants of the education in the project (table 1). We listed the activities that are held in kindergarten every day, such as arrival, feeding, pursuit of toiletry needs, rest and/or sleep, oriented activities, free play and activities according to the preference of children, stay outdoors - activities of daily routine. Planning education and the educational work and the planning of the daily routines in kindergarten is one of the important processes for achieving the objectives of pre-school education. In the context of this question, we also wanted to find out whether the professional workers in kindergarten (preschool teachers as well as their assistants) plan their work as a team? We anticipated that the majority of preschool teachers plan activities daily. However, we also anticipated that activities are planned together and that are as such a result of joint work.

The most interesting (and at the same time very worrisome) thing is, that this question was not answered by 131 or 39, 6% of all professional male and female workers, participating in education and training in project Reggio Emilia. As we noted, we assumed that professionals in kindergarten plan their activities daily and that they prepare for the work together, as a team. Unfortunately, this is not so. In the first research, we determined that nearly 40% of preschool teachers and only 15, 5% preschool teacher's assistants plan their work daily and in a research held in 2011, this percentage is even slightly lower with preschool teachers and 2% higher with their assistants. We've determined that professional workers together, preschool teachers as well as their assistants, often plan their work in different kind of time periods or according to projects (2009 - 39.7%, 2011 – 36,1%). Professional workers are also using the weekly planning. Interesting is the fact, that in 2009, 22% of preschool teachers and 36,2% of their assistants were planning their work weekly and in the year 2011 3% of preschool teachers more and nearly 7% less of their assistants. In 2011, however, the percent also fell for the professional workers who plan their work in kindergarten daily. More than these figures, however, we are surprised by the fact that there is a lack of teamwork. We were sure that there was more of it.

We were also interested, whether preschool teachers and their assistants include children in the planing of the activities (table 2). We have asked them, whether they include them – why and why not. We offered some answers such as: I do not include them because they are still too small (A1); I do not include them, because planning is my job (A2); I plan by myself, but I also consider the wishes and interests of children; (A3); I prepare an indicative plan and then talk it over with my children and change the plan according to the wishes and interests of the children; (A4) I make plans together with children (A5).

The results of both researches suggest that professional workers in kindergarten often plan their work in such manner, they choose the topic, prepare an indicative plan and

then discuss it with children and change the plan depending on the child's wishes and interests (A4). Over 43% of all professional workers in 2009 used such a way of planning and (interestingly) 10 percent less in 2011. Also interesting is the fact that in the year 2011 26,2% of professional workers planned their work by themselves, since they believe that the planning of activities is in the professional domain of professional workers, however, they generally taken into account wishes and interests of children. We were expecting a larger percent of planning together with children (A5). Still, the share of those professional workers, who believe that children are too small to be included in the work is still too large.

5.2 Activities carried out always at the same time for all children in kindergarten

We were also interested in how flexible is the daily routine in Slovene kindergartens or which activities of the daily routine are always taking place at the same time for all children (table 3)? We anticipated that the daily routine in kindergarten is pretty inflexible and that most of the activities of the daily routine still take place for all children at the same time. Almost all (94,2%), preschool teachers and their assistants in first and second research listed lunch as an activity or routine, which in their kindergarten takes place every day at the same time for all children. If you look at the results from 2009, we can see that the following three predominant activities or routines, are represented in their kindergartens: breakfast (86.7% of all respondents), rest or sleep (77% of all respondents) and stay in the open, which is represented by 55,0% of all preschool teachers and their assistants. The last three posts occupied: oriented activities (39.0% of all preschool teachers and their assistants), free play and activities, at the choice of the children (33,2% of all respondents), and the provision of toilet needs, which represented by 21.1% of all included preschool teachers and their assistants.

Results from the year 2011 are fairly similar. Activities that take place almost every day at the same time, in the opinion of professional workers are: lunch, breakfast, sleep or rest, stay outdoors. More flexibility is noticed in the game outside and the game according to the child-oriented activities, in the afternoon light meals, focused activities, the provision of toilet needs and hygiene. Even with expecting such results, we still feel that the work is still too inflexible. Recent orientations in terms of sleep are that the sleep if they wish too. If they are not sleepy, they can carry out peaceful work or play. Perhaps it would make sense to try to change ingrained practice with the continuing education and training.

5.3 Rest and sleep in kindergarten

In year 2009 a third of preschool teachers and their assistants (36.2%) stated, that the rest and sleep in kindergarten means (table 4), that all children lie down to rest and anyone who does not go to sleep, can get up and play, a poor third (29,5%) answered, that at the time of rest all children go to sleep and under one-tenth of them (10.1%) stated, that only children who need sleep go to sleep. Only 7.4% of all professional workers replied that all children lie down to rest, and whoever does not go to sleep, rests on the deck, and also 7% of all preschool teachers and their assistants stated that all children lie down to rest and anyone who does not go to sleep, gets a toy or a book. 8% of professional workers, however, say that none of the children in the section are not sleeping – they are all sleeping.

Compared to the year 2011, we can see that the percentage of professional workers (44.7) which indicate that all kids lie down to rest and whoever does not go to sleep, can stand up and play, increased. A quarter of the children go to sleep and there is a smaller percentage of children who are not sleeping or resting in the kindergarten. If we compare years 2009 and 2011 on regarding children's rest and sleep there are no (statistically significant) differences ($\chi^2 = 12,326$, $g = 7$ $P = 0,090$).

However, we asked preschool teachers and their assistants about how many children sleeps in the kindergarten; we get the following, somewhat contradictory information regarding sleep and rest of children (table 5).

In 2009 a maximum of (39.6%) preschool teachers and their assistants stated that there are exceptionally some children in the section that may not go to sleep, a poor third (33,0%) of them assessed that at the time of the rest all children in section fall asleep. That in the section at the time of rest only a few children sleeps, while most are not asleep, stated 18.4% of all respondents. 9.0% of preschool teachers and their assistants responded that in their own section no one sleeps at the time of rest. In year 2011, however, 47.6% of professional workers indicated that there is exceptionally a child in the section who does not go to sleep, the percentage of those who said that all the children at the time of rest sleep, decreased, and the percentage of those who contend that most children are not asleep (22.9%) increased.

We assumed that rest and sleep are not compulsory for all children. Our projections have been predetermined and also confirmed. A more detailed analysis of the data revealed that the statements "most children don't sleep" and "nobody sleeps" were chosen by professional workers in the second age groups of children (from 3 to 6 years) and the statement "only in exceptional cases there is a child who is not asleep" was chosen by professional workers in the first age group (1 to 3 years).

5.4 Feeding of children in kindergarten

We were also interested about the feeding and eating in kindergarten. In particular, we were interested in whether children can choose what to eat and how much, or even if they have a choice, how preschool teachers and their assistants behave during feeding, whether there are notable elements of the hidden curriculum, or. familiarization with the "discipline of nutrition", which means: children need to eat everything, what they get on the plate, they mustn't talk during eating and they must eat at a specific time, etc.

We assumed that children can choose what and how much they will eat for breakfast, snack and lunch and that at the time of eating there can be talking. We also assumed that preschool teachers and their assistants are not running hard (hidden disciplinary) regime, as for example, children need to eat all the food and wait at the table until everybody is finished.

Results from the 2009 and 2011 are similar (table 6). The most preschool teachers and their assistants stated that children can choose how much they will eat. A good three-fourths of them replied that children can talk among themselves during meals, as well as three-fourths of them stated, that they can choose what to eat and what not. Preschool teachers and their assistants insists that children at least try food they decline, and a poor third of them considers that the children who are already ate, have to wait at the table until most of the children finish eating. The last three posts were occupied by the following claims or practices in nutrition: children are encouraged to talk between meals, that kids have to eat all the food that they have taken and preschool teachers and their assistants do not have a habit of praising children who have eaten quickly.

It is very good, that most of preschool teachers and their assistants allow children to choose what and how much they are going to eat and to permit (but not encouraged) talking during meals. Snack time or lunch can be a pleasant event. There are very few of the elements of the hidden curriculum (hard disciplinary regime) according to the data

6. Conclusion

Slovenian national document for pre-school education, Curriculum for kindergartens (1999) describes the daily activities in kindergarten as an equally important objective and the content of the curriculum enshrined. Since the hidden curriculum can be strongly invoked in the activities of daily routine, professional workers in kindergarten must be aware of the importance of its elements in the implementation of the daily routines. Among the activities of the daily routines are included: arrival in kindergarten and departure home, caring for oneself, eating (meals), rest and sleep, fixing and cleaning living space. Daily schedule and routine should be designed to follow the needs of children and to define the basic structure of any day. If they are designed to follow the needs of children, they make sure, that the day takes place smoothly and enjoyable for the children: from the arrival/departure, meals and snacks (feeding should be a sociable event, food should not be used as a reward or punishment and in meal time we need to recruit children, encourage them to help), sleep and rest, personal hygiene: use of a toilet, dressing up, washing up and all the way to cleaning up and to the transition from one activity to another. There is a big importance of consistency and safety - a sequence of events, confidence, a sense of belonging to a group. There must be some room left for flexibility and unconstrained, individualization of the process, advance warnings, which are clear and consistent, with regard to the children's proposals and feelings. Daily routine provides children a predictable sequence of events, smooth transitions and consistency in expectations and support of an adult. In Reggio Emilia educational concept is these principles of the daily routine are at the utmost importance.

Research among professional workers in kindergartens, included in the project Reggio Emilia in years 2009 and 2011 showed certain positive shifts in Slovene kindergartens in carrying out daily routines in the field of nutrition of children and personal hygiene and toilet training, but there will still be necessary to continue with further activities on raising awareness of professional workers in kindergarten in the area of children's sleep or rest. All too many activities in kindergarten takes place every day at the same time for all children, there has been insufficient flexibility, implementation of activities outside the premises of the kindergarten and activities according to the preference of children. Awareness that children are different, that some, despite the fact that they are "small" need less sleep and other forms of rest slowly penetrates into kindergartens practice. The results also show that the preschool teachers and their assistants don't see the child as someone who could actively participate in the planning of activities; they do not see the child as competent being. We will need to raise the level of children's participation in the life of kindergarten, raise the level of democratic decision-making - child/children must gain experience, that the contribution of each child is desirable, and that their ideas are welcome and respected. For an even better practice in kindergarten we will be need to implement more continuing education and training of professional workers in kindergarten with a goal of development of additional competences for the identification of factors of hidden

curriculum and for implementing the child active and support process of care and education.

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Table 1. Planning activities of educational work

Planning of the activities	2009						2011					
	Preschool teacher		p.t. assistant		together		Preschool teacher		p.t. assistant		together	
	f	f %	f	f %	f	f %	f	f %	f	f %	f	f %
Every day.	56	39,7	9	15,5	65	32,7	26	30,6	6	17,6	32	26,9
Weekly.	32	22,7	21	36,2	53	26,6	24	28,2	14	41,2	38	31,9
In different time periodes or projects.	49	34,8	23	39,7	72	36,2	32	37,6	11	32,4	43	36,1
Other.	4	2,8	3	5,2	7	3,5	2	2,4	1	2,9	3	2,5
Can not answer.	0	0,0	2	3,4	2	1,0	1	1,2	2	5,9	3	2,5
TOGETHER	141	100	58	100	199	100	85	100	34	100	119	100

Table 2. Including children in planning activities in kindergarten

Statement	2009			2011		
	f	f%	rank	f	f%	rank
A1	19	8,1	4	50	10,1	4
A2	1	0,4	6	4	0,8	6
A3	32	13,6	3	129	26,2	2
A4	102	43,2	1	172	34,9	1
A5	66	28,0	2	97	19,7	3
A6	16	6,8	5	41	8,3	5
TOGETHER	236	100	/	493	100	/

Legend:

A1 –I do not include them because they are still too small.

A2 – I do not include them, because planning is my job.

A3 – I plan by myself, but I also consider the wishes and interests of children.

A4 – I prepare an indicative plan and then talk it over with my children and change the plan according to the wishes and interests of the children.

A5 – I make plans together with children.

A6 – Other.

Table 3. Activities, taking part in kindergarten every day at the same time

Activities or rutines in kindregarten taking place every day at the same time for all children.	2009			2011		
	YES		Rank	YES		Rank
	f	f%		f	f%	
Childrens arrival.	133	40,3	7	59	35,3	5
Breakfast.	286	86,7	2	140	83,8	2
Lunch.	311	94,2	1	161	96,4	1
Afternoon snack.	166	50,3	5	53	31,7	6
Provisionn of toilet needs.	69	20,9	10	8	4,8	10
Personal hygiene.	152	46,1	6	42	25,1	8
Rest or sleep.	254	77,0	3	116	69,5	3
Focused activities.	128	38,8	8	43	25,7	7
Free play and child.oriented activities.	109	33,0	9	35	21,0	9
Staying outside.	181	54,8	4	78	46,7	4
Other.	17	5,2	11	7	4,2	11

Table 4. Childrens rest and sleep in kindergarten

How is rest and sleep taking place in your section?	2009		2011	
	Professional workers		Professional workers	
	f	f %	f	f %
All children sleep.	88	29,5	36	25,5
All children lie down to rest, and whoever does not go to sleep, rests on the deck.	22	7,4	9	6,4
All children lie down to rest and anyone who does not go to sleep, gets a toy or a book...	21	7,0	9	6,4
All children lie down to rest and anyone who does not go to sleep, can get up and play.	108	36,2	63	44,7
Only children who need sleep go to sleep.	30	10,1	11	7,8
Nobody sleeps.	24	8,1	6	4,3
Other.	5	1,7	7	5,0
TOGETHER	298	100	141	100

Table 5. Rest and sleep in separate sectiones in kindergarten

How many children in your section sleep?	2009		2011	
	TOGETHER		TOGETHER	
	f	f %	f	f %
Everybody sleeps.	106	33,0	42	24,7
There are exceptionally some children in the section that may not go to sleep.	127	39,6	81	47,6
Majority of children dont sleep,only a few of them sleep..	59	18,4	39	22,9
Nobody sleeps.	29	9,0	8	4,7
TOGETHER	321	100	170	100

Table 6. Treatment of professional workers during meals in kindergarten.

Statement	2009			2011		
	f	f%	rank	f	f%	rank
Children can choose what to eat for breakfast.	39	11,8	7	30	16,7	7
Children can choose what to eat for snack.	89	26,9	6	68	37,8	4
Children can choose how much they want to eat.	281	84,9	1	147	81,7	1
Children can choose what to eat and what not.	249	75,2	3	129	71,7	3
I insist that they at least try food they decline.	118	35,6	4	50	27,8	5
I insist that they eat all the food they have taken.	23	6,9	10	8	4,4	10
Children who finished eating must wait by the table for the majority to stop eating.	102	30,8	5	33	18,3	6
Children get praised for eating quickly.	21	6,3	11	1	0,6	11
I allow talking during meals.	255	77,0	2	138	76,7	2
I encourage children to talk during meals.	24	7,3	9	20	11,1	8
Other.	36	10,9	8	18	10,0	9