

Newsletter August 2013

Main points of the newsletter



Results of teacher survey released



Country Reports of classroom observations in each of the participating countries analyse practices and implications



Training summer school held successfully at the end of June 2013



4th Project Meeting held in Panormos, Crete at the beginning of July 2013



Upcoming presentations in international conferences

Main project outcomes

Teacher Survey

The Report on First Survey of School Practice (Deliverable D3.3) was submitted to the EU at the end of May 2013. The outcomes of the first-level field research which were carried out by means of a questionnaire survey addressed to teachers, provide a general view of the conditions pertaining real school practice in the 9 participating countries. The report highlights a number of significant findings which have already been taken under consideration and have been used to inform the subsequent stages of the project.

Key findings from the survey

- Teachers plan their teaching to pursue affective outcomes about science, science learning and learning in general. Social outcomes are also commonly pursued, whereas science cognitive outcomes are less so and more frequently by primary teachers.
- Learning outcomes related to the nature of science are the least frequently pursued by teachers overall, but more in early primary than in preschool education.
- The inquiry-based science activities which are used most commonly by teachers - and even more by preschool teachers - are predominantly linked to observation, as well as to fostering children's questioning and

eliciting their curiosity in natural phenomena. These activities are also strongly considered as enabling creativity development in children.

- There is a large consensus amongst teachers that the teaching of science should be building on children's prior experiences and help relate science to everyday life. There is however less of a consensus as to whether these practices are enabling the development of creativity in children.
- Teachers quite or very frequently encourage children to record and express their ideas in different ways, as well as evaluate alternative ideas, but they also fail to see the potential contribution of these practices to the development of children's creativity.
- Fewer than half of the teachers of the partner countries have recently participated in formal school-based CPD opportunities involving peer teaching observations and mentoring or coaching of science and/or mathematics teaching, or in science education research conferences or seminars, even though the large majority of teachers consider them as moderate and very effective.
- Participation in teacher networks formed specifically to promote the professional development of teachers in science and mathematics is low amongst teachers, who also appear to perceive it as having a low impact on their practice.

You can download the entire Report from the *Creative Little Scientists'* website (<http://www.creative-little-scientists.eu/content/deliverables>)

Analysis of Practices and Implications

An integral portion of the project's research was carried out between January and March 2013.

The partners of *Creative Little Scientists* conducted field research in 71 classrooms across the 9 participating countries and produced 217 narrative episodes of teaching practice.

The National Reports of the field work in schools across the countries represented in the Creative Little Scientists consortium were released at the end of May 2013 and contain rich data which are currently analysed to produce the Report on Practices and their Implications. The Report, which will be available in September, will synthesize all findings to illustrate the variety of approaches observed and the possibilities identified.

You can find all Country Reports in the relevant section of the Creative Little Scientists website (<http://www.creative-little-scientists.eu/content/deliverables>)

Creative Little Scientists Training Summer School in Crete, Greece

Creative Little Scientists organised an international training course in Crete, Greece from 30 June to 5 July 2013. The training course was based on the curriculum design principles and guidelines which are being formulated and aim to promote creative approaches to science and mathematics learning in preschool and the first years of primary school.





18 teachers from 5 EU countries participated in the training course (12 from the UK, 2 from Greece, 2 from Romania, 1 from Poland and 1 from Denmark) in order to use inquiry-based science education approaches; creative approaches for teaching early years science and mathematics; develop positive attitudes towards learning and teaching science, mathematics and creativity; and act as innovators, researchers and reflective practitioners.

Presentations in international conferences

The partners of *Creative Little Scientists* will present a large part of the project's findings at the ESERA conference in Cyprus (2-7 September 2013). Two symposia will be held at the conference, one presenting the results of the mapping and comparative assessment of existing policy and practice and another one which will present national projects results from Romania, Malta, Germany and the United Kingdom. For more information visit the official ESERA conference website at <http://www.esera2013.org.cy/>

Creative Little Scientists will also have a presence at the ECER conference in Istanbul (10-14 September 2013) presenting a paper on the insights from comparing Policy and Practice in Greek Early Years Science and Mathematics and Europe. For more information visit the official conference website at <http://www.eera-ecer.de/ecer2013/>

4th Project Meeting in Panormos, Crete

The fourth project meeting for *Creative Little Scientists* was held at Panormos in Crete, Greece from Friday 5 and Sunday 7 July 2013. Project partners reviewed the progress of the project and planned ahead for the remaining 8 months of the project. Important themes that have

emerged from the analysis of the findings of the classroom observations were presented and discussed in detail by partners. Highlighting these messages will be a top priority for the project during its concluding months. This will be achieved through the final outcomes of the project, the Final Report on Creativity and Science and Mathematics Education for Young Children, the Recommendations to Policy Makers and Stakeholders on Creativity and Early Years Science and Mathematics and finally, the project's final conference, an international event which will be held in Athens, Greece in March 2014.



You can find the first announcement for the *Creative Little Scientists* final conference in our website

<http://www.creative-little-scientists.eu/finalconference>

All public project deliverables are available in the *Creative Little Scientists* website

(<http://www.creative-little-scientists.eu/content/deliverables>).



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