

PLAYING



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Early childhood education is a very important element in a child's life. It offers the opportunity to detect and respond to children's individual needs and build their strengths, giving a fair start to all children, especially those coming from disadvantaged backgrounds. Starting from the importance of offering high quality preschool services, the project partners have recognized the shared need of training teachers on pedagogical methodologies fostering social inclusion and developing children's ability to learn and master the school language.

Besides, the project partners recognize an essential role in pre-primary education to the **PLAY**, as is the major modality to stimulate the mental and physical capacity of children and to facilitate their adaptation to the requirements of formal education. Play can have a large impact on development and in particular in social development, language skills and cognitive development.

For this reason, **PLAYING** project meets the need of training preschool staffs, making sure to give due importance to the play in children's learning and improving access and quality of the early childhood education and care systems.



THE **GENERAL OBJECTIVE** OF **PLAYING** IS TO INCREASE QUALITY IN EARLY CHILDHOOD EDUCATION AND CARE THROUGH THE DEVELOPMENT OF NEW KNOWLEDGE ON TEACHING APPROACHES BASED ON THE ROLE OF PLAY.

----- **SPECIFIC OBJECTIVES** -----

TO STRENGTHEN THE SKILLS OF PRE-SCHOOL TEACHERS THROUGH INNOVATIVE PLAY-BASED LEARNING METHODOLOGY.

TO IMPROVE THE QUALITY OF PRESCHOOL SERVICES INTRODUCING TRANSNATIONAL PEER REVIEW- BASED PROCESSES IN RELATION TO LEARNING METHODS.

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THE PROJECT WILL BRING TO THE PRODUCTION OF THREE INTELLECTUAL OUTPUTS:

- 1** A mapping analysis offering an overview on the topic of the project, determining the existing needs and the gaps in methodologies and knowledge related to play-based learning.
- 2** A training methodology: a teaching method that comprises the principles and methods used by preschool teachers to enable children learning through play.
- 3** A peer review toolkit: a tool to evaluate all preschool services on the correct implementation of play based learning methodologies in play activities.