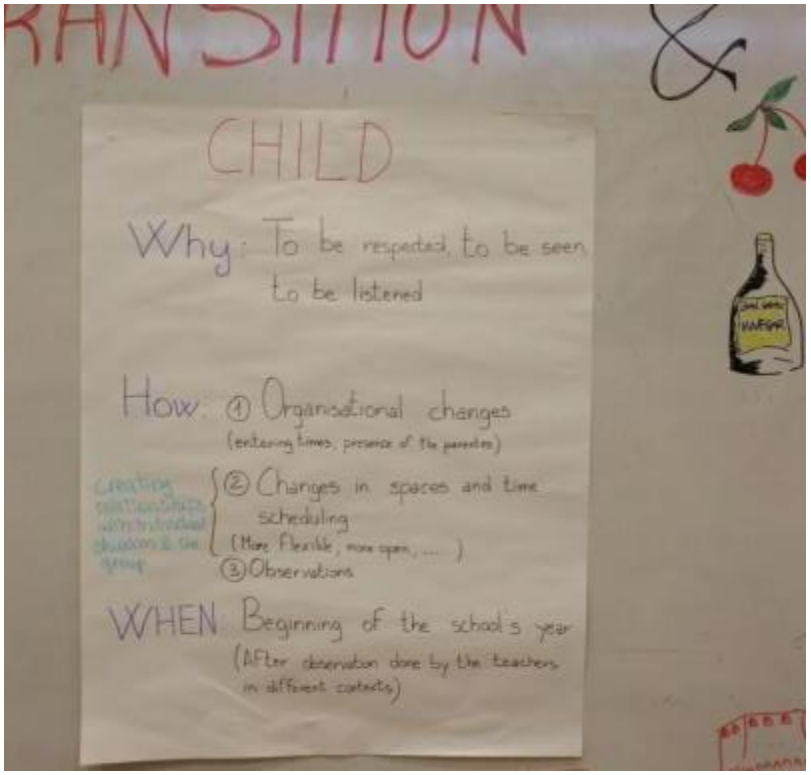
START

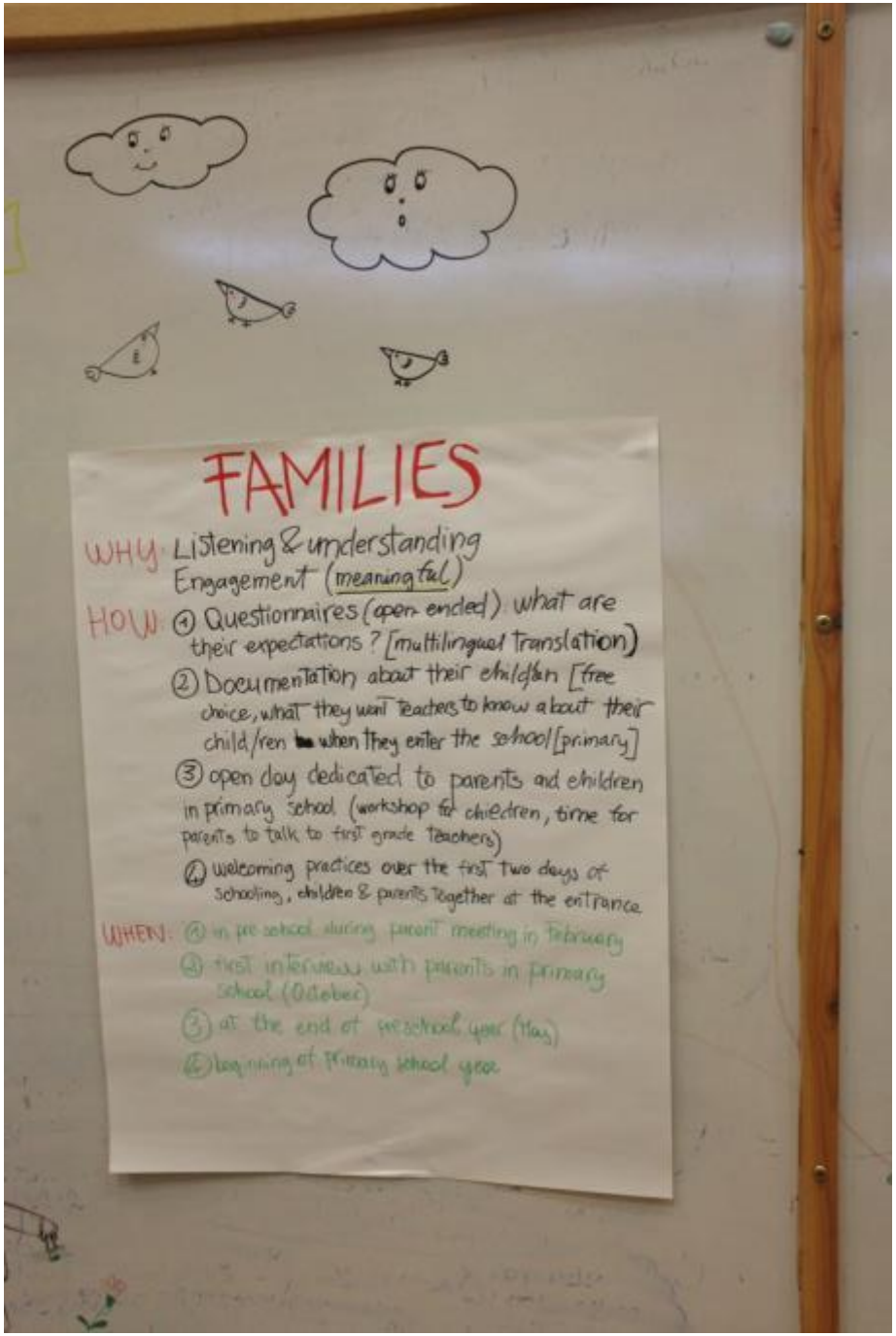
A good start for all: Sustaining Transitions across the Early Years

Pen Green training

12-16 December 2016

TRANSITION &


CHILD
Why: To be respected, to be seen to be listened
How: ① Organisational changes (entering times, presence of the parents)
② Changes in spaces and time scheduling (More Flexible, more open, ...)
③ Observations
WHEN: Beginning of the school's year (After observation done by the teachers in different contexts)


FAMILIES
WHY: Listening & understanding
Engagement (meaningful)
HOW: ① Questionnaires (open-ended): what are their expectations? [multilingual translation]
② Documentation about their children [free choice, what they want teachers to know about their child/ren when they enter the school/primary]
③ open day dedicated to parents and children in primary school (workshop for children, time for parents to talk to first grade teachers)
④ welcoming practices over the first two days of schooling, children & parents together at the entrance
WHEN: ① in pre-school during parent meeting in February
② first interviews with parents in primary school (October)
③ at the end of preschool year (May)
④ beginning of primary school year

PROFESSIONALS

Why: 'professional culture' exchanges enhance reflectivity & professional growth

How: ① reciprocal observations in pre- and primary school settings focused on:
- → the child – to acknowledging their experiences in preschool /ren as point of departure
- → the learning environment in primary school: what is expected from them

② reporting in peer learning groups facilitated by researchers (obs tools) + feedback

③ reflections on videos (in preschool & primary school, documenting children's experiences)

WHEN: reciprocal observations starting in January/February after preparation meeting with researchers/trainers ⊛

learning and discussion groups running throughout the whole duration of the project ⊛

⊛ from the collective reflection on reciprocal observation the educational & learning environment will be 'revised' in September

SLOVENIA
VRTEC PLANČEK
PRI OŠ TIŠINA
OŠ TIŠINA
PEDAGOŠKI
INŠTITUT
TRANSITION

ACTION
2
TODDLERS AND PARENTS ARE WELCOME IN THE PRESCHOOL CLASSES
- TO HAVE FACE TO FACE ENCOUNTERS
- TO EXCHANGE INFORMATION ON THE CHILD'S WELL-BEING
- TO HAVE MORE INFORMAL TALKS
- WHAT DO PARENTS LIKE TO DO → ACTIVITIES
- PARENTS LEARN TO KNOW EACH OTHER
- SUPPORT FROM STAFF
3
ACTION RESEARCH
PROBLEM

START MANTRA'S
BELGIUM
RESEARCH
PROBLEM CONSTRUCTION
SYSTEMIC ISSUES
WHAT ABOUT THE CONTEXT OF ANALYSIS?
SIGNALS FROM ALL
AND PARENTS?
TAKEN INTO ACCOUNT
SETTING UP ACTIONS
with parents (3x)

Cohort (1)

2 girls from travelling community

1 LAC

1 SEND

1 family complexity (domestic violence)

- Bottom 20% MCLV data
- tracked from Pen Green to reception
- 4 schools

Cohort (2)

Currently in Pen Green

transition to school in September

Allocation in April

Initial observations / discussions to be made in January

Similar range in cohort 1

focus groups with practitioners:

focus group one - traveller family

2 researchers
2 Pen Green practitioners
2 school practitioners

focus group two - LAC family

2 researchers
1 Pen Green practitioner
2 school practitioners

focus group three - SEND + complexity family

2 researchers
2 school practitioners
1 Pen Green practitioner

focus of all focus groups:
Pedagogical practice & involvement

Semi-structured interviews with parents:

None of the parents who have agreed to participate in the START project wanted to take part in focus groups, preferring to be interviewed at home.

These families are at risk of social exclusion for a variety of reasons including low mental health, loss of self-confidence, having English as an Additional Language (EAL) and being Travellers (who are among the lowest groups in the UK in terms of educational and health outcomes).

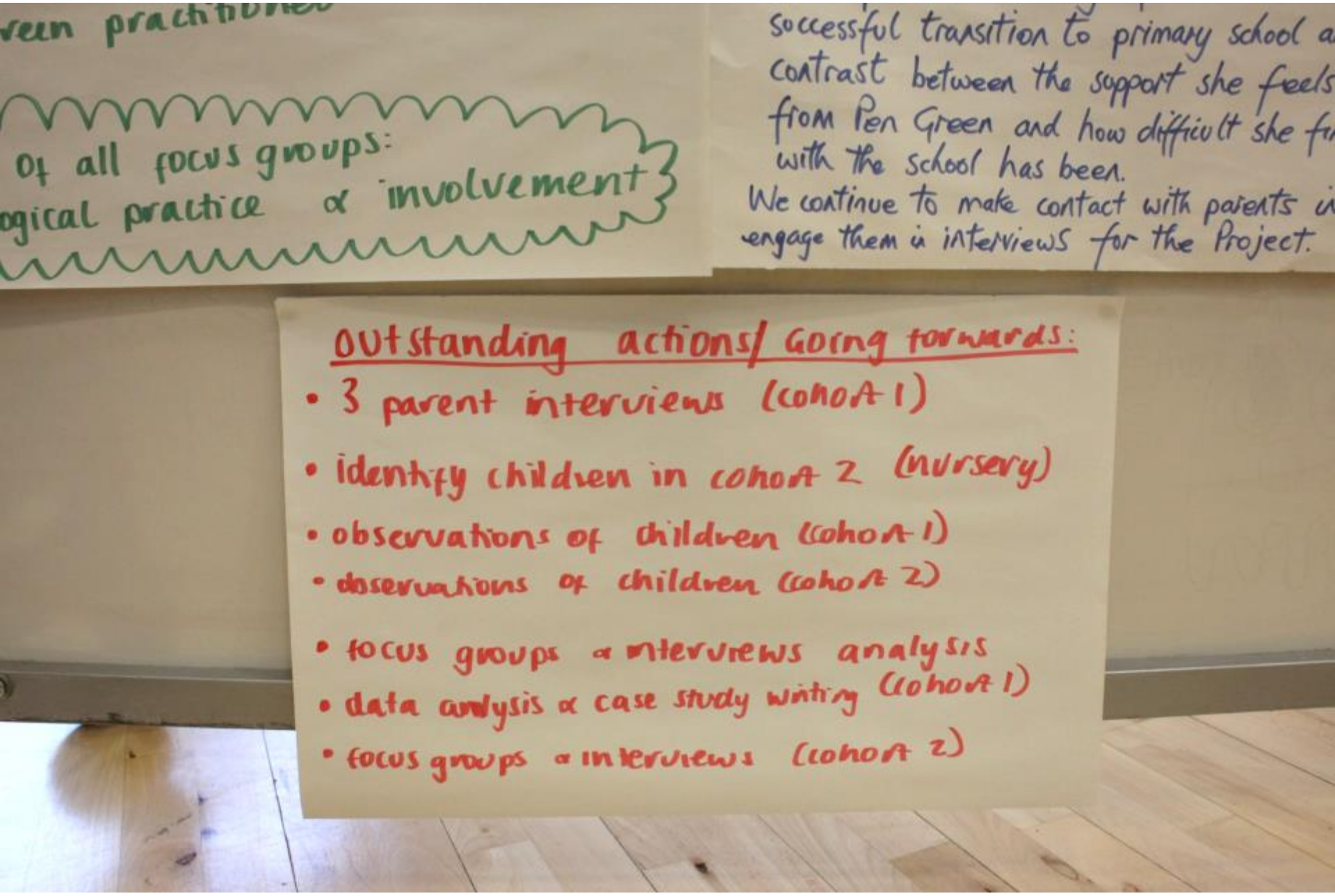
Because of these factors the families sometimes find it difficult to engage with public services because their experiences of them have almost always been negative in the past.

We have interviewed one parent in her home and her responses were very informative about her son's successful transition to primary school and the contrast between the support she feels she had from Pen Green and how difficult she finds engaging with the school has been.

We continue to make contact with parents in order to engage them in interviews for the Project.

3

actions/ Going forwards: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engage them in interviews for the Project.
Outstanding actions/ Going forwards:
• 3 parent interviews (cohort 1)
• identify children in cohort 2 (nursery)
• observations of children (cohort 1)
• observations of children (cohort 2)
• focus groups & interviews analysis
• data analysis & case study writing (cohort 1)
• focus groups & interviews (cohort 2)

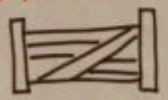
At School level ~ Children maximising their Potential.

Strong, resilient children.

Transforming transitions.

↳ parental involvement

Parents Journey
- child
- Nurturing Parents
- Working towards change.



Breaking down barriers

Parents interested in their children's learning.

↳ parent / teacher confidence / not judgemental

nurture ~ building family relationships

↳ Whole child

- reciprocate
- In tune with
- Respect.

↳ Focus group voice "Not enough time with teacher."

→ Coffee time? am / pm → Same teacher in FS / Yr1 Year 2?

Nurture / family room.

High deprivation

EAL 49% (Higher in FS)

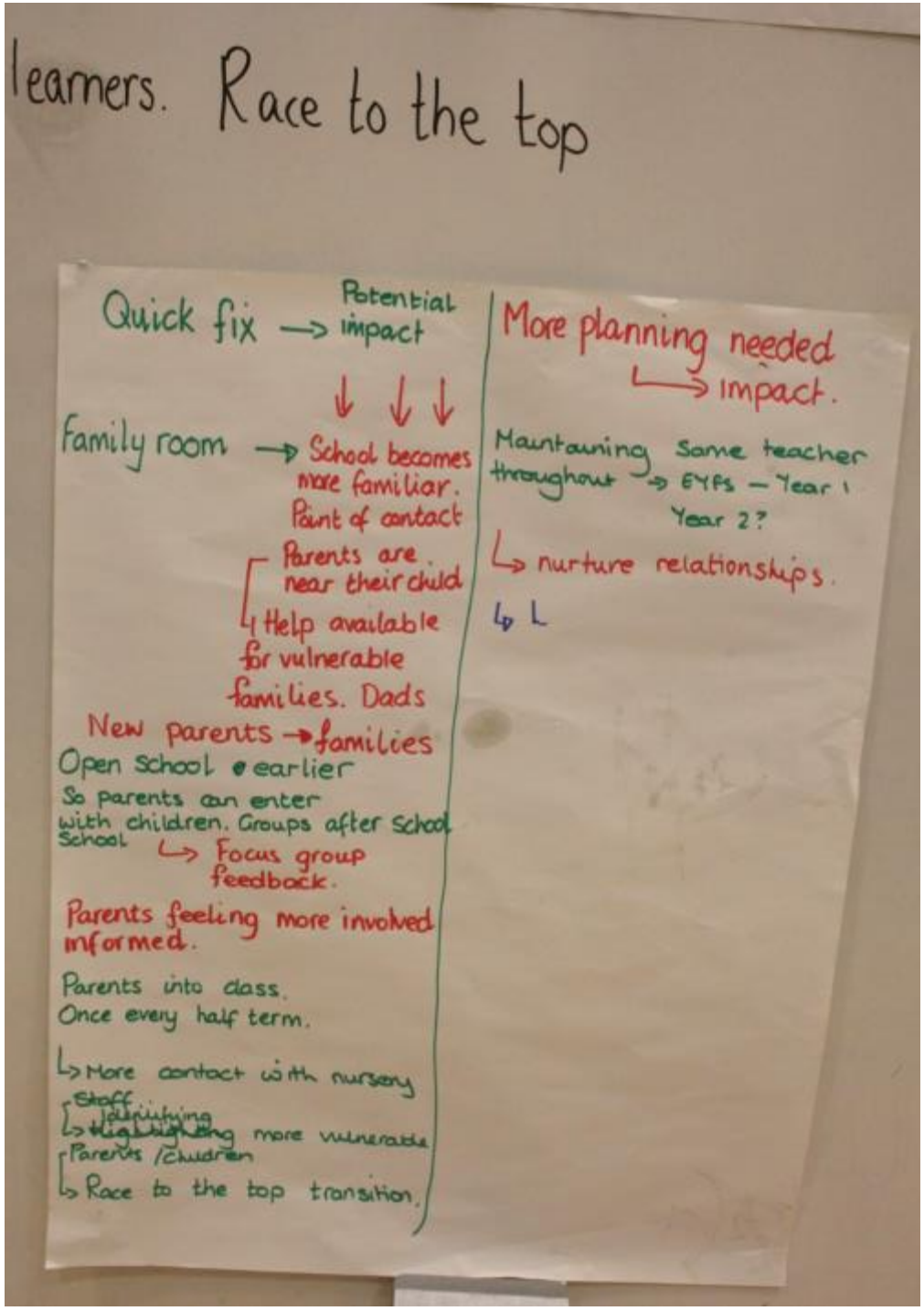
PP 18%

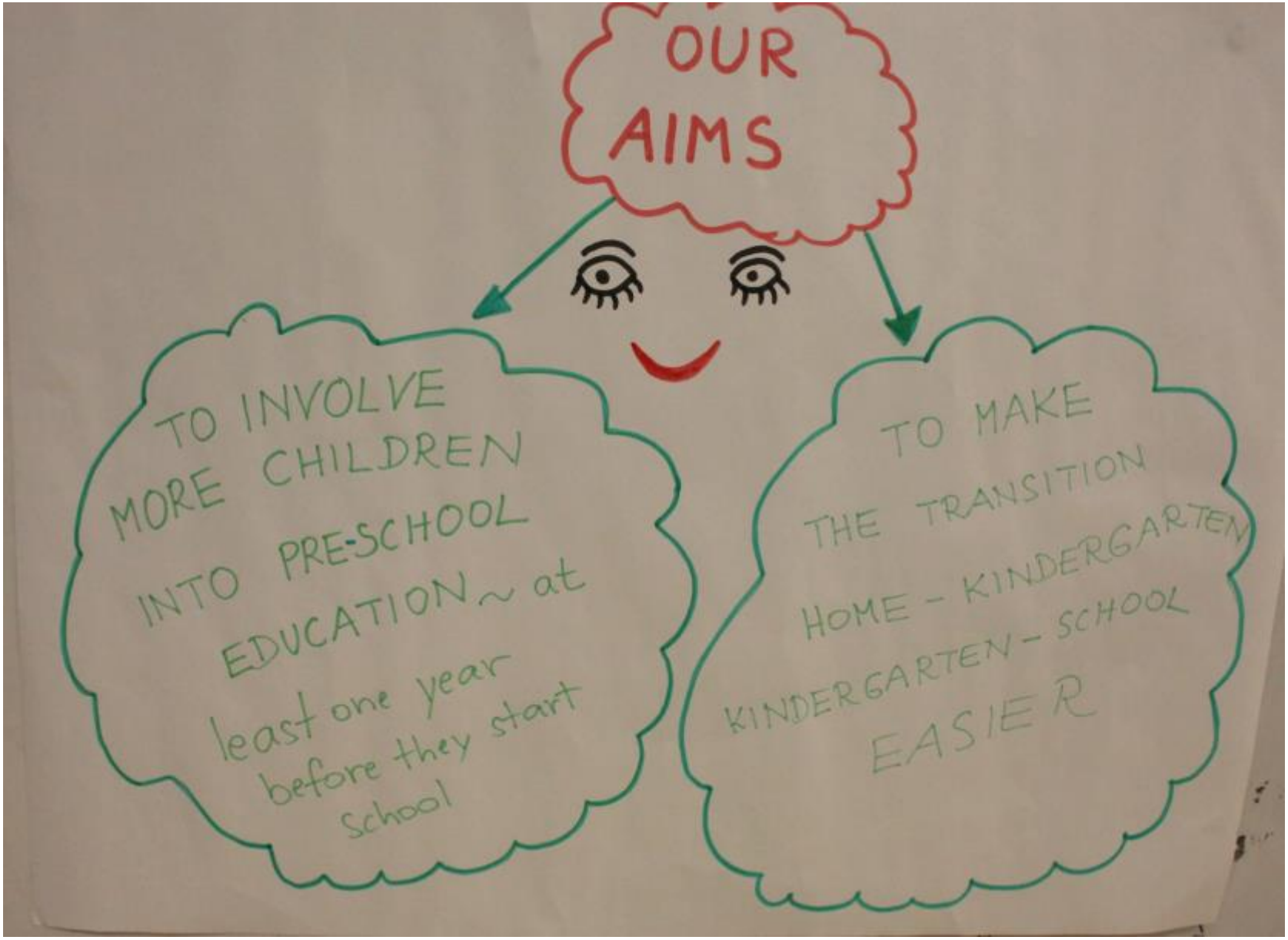
LAC 1.3%

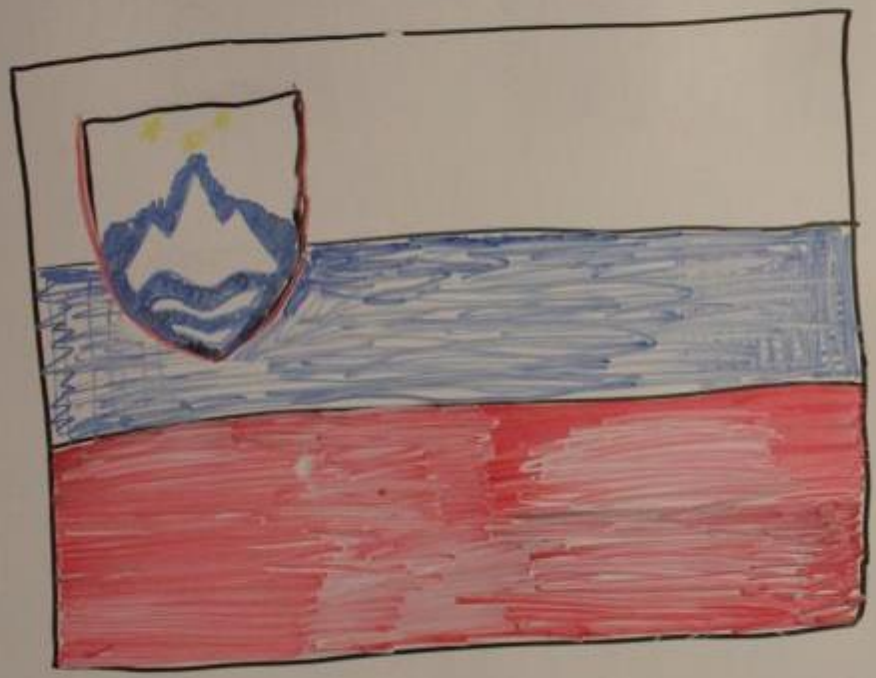
WB 39%

AN 9.4%

Vulnerable learners. Race to the top


learners. Race to the top
Quick fix → Potential impact
Family room → School becomes more familiar. Point of contact
Parents are near their child
Help available for vulnerable families. Dads
New parents → families
Open School earlier
So parents can enter with children. Groups after school
Focus group feedback.
Parents feeling more involved informed.
Parents into class.
Once every half term.
More contact with nursery
Staff identifying highlighting more vulnerable Parents /Children
Race to the top transition.
More planning needed → impact.
Maintaining same teacher throughout → EYFS – Year 1 Year 2?
nurture relationships.
L


OUR AIMS
TO INVOLVE MORE CHILDREN INTO PRE-SCHOOL EDUCATION ~ at least one year before they start School
TO MAKE THE TRANSITION HOME - KINDERGARTEN KINDERGARTEN - SCHOOL EASIER



I FEEL
SLOVENIA

VRTEC PLAVČEK
PRI OŠ TIŠINA,
OŠ TIŠINA
PEDAGOŠKI
INŠTITUT
See you next year!

FOCUS

* WHY CHILDREN DON'T ATTEND KINDERGARTEN? (enrollment)

* TRANSITION

* WORKING WITH PARENTS

* SHARED UNDERSTANDING ~STAFF~

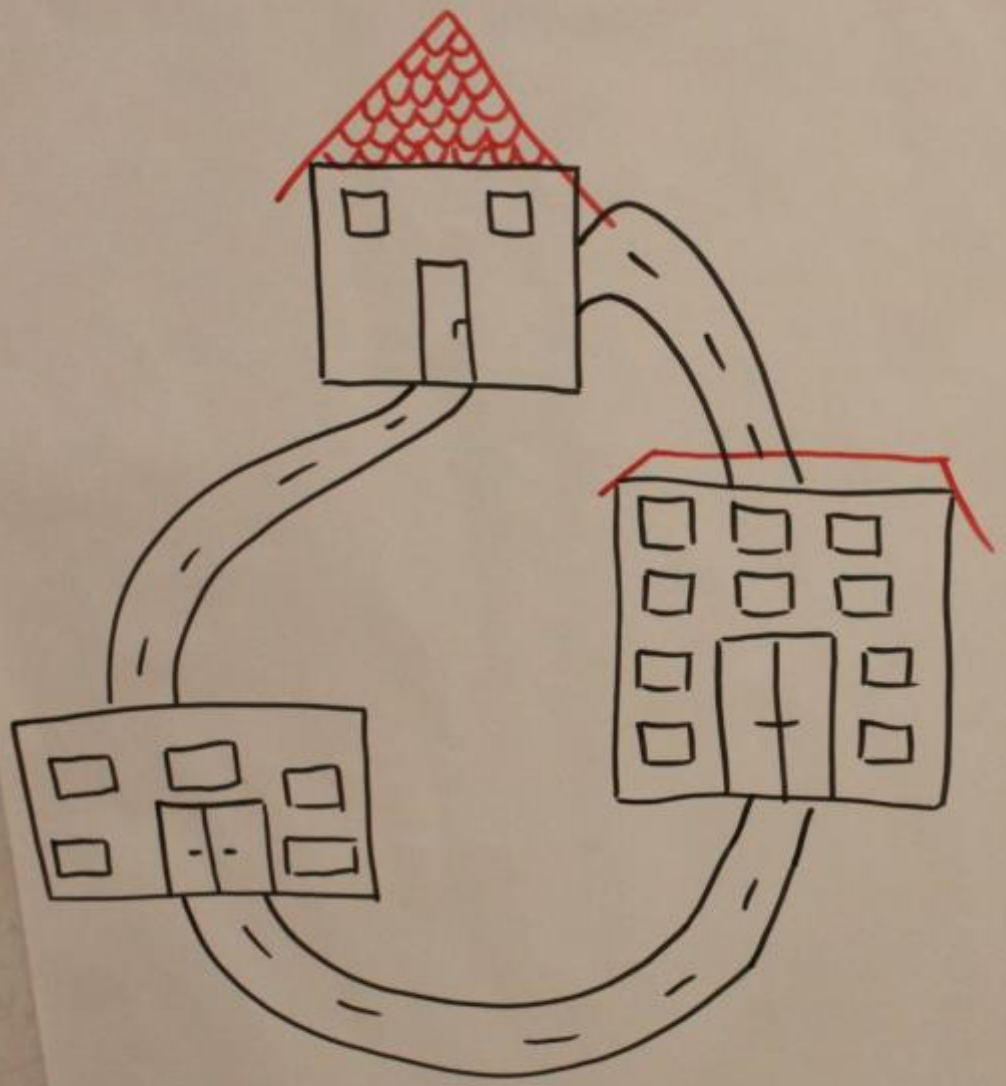
HOW?

* informal meetings with parents
* workshops
* promotional material

* home visits
* continuity
* tim meetings
* longer settelment period
* school visits
* informal meetings

* workshops
* share information

* to consider professional and persona values
* pre-school + primary school professional implementing workshops together (for children + parents)



SOFT TRANSITION

AMONG DIFFERENT

EDUCATIONAL ENVIRONMENTS & CONTEXTS

SLOVENIA

Strong, resilient children.
Transforming transitions.
Potential.
deprivation
parental involvement
Breaking down
Parents interested in their children's
parent / teacher confidence / not judge
nurture ~ building family relationships
Whole child
Focus group voice "Not enough time with teacher."
Coffee time? am / pm
Nurture / family room.
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Vulnerable learners. Race to th
Quick fix
Family room
School becomes more familiar.
Point of contact
June
Septem
Curren

mindful of all languages
- time for translation around tables
- be active and participate
- phones on silent setting
- sharing experiences
- do not be afraid of
mistakes in English -
- support and facilitate
engagement in our