

# Queensland kindergarten learning guideline

Professional development | Resources



## Transition case study

Read the following account of a kindergarten teacher's experiences of trying to build successful transition processes between the kindergarten program and the local schools. Analyse the description of her experiences using the following questions:

- What are the key messages in this statement?
- How is the teacher feeling?
- What barriers to successful transition processes and implementation can you identify?
- What does the kindergarten teacher believe is important?
- What do you think can be done to improve this situation?
- How can existing attitudes be changed?

You know, we really understand the importance of successful transition processes, and work so hard to maintain that continuity of relationships with children and their families. We work hard to stay focused as a team on developing the kind of welcoming centre we want Ellendale Waters to be. We do this by using the same principles and practices to guide our programs as children move from babyhood to kindergarten.

The experiences we have had so far in developing successful transition processes with local schools have not been very positive. The kindergarten children go to about seven primary schools in the local district, which is a fairly affluent area. Although we have the support of our parent community and really promote the importance of play-based programs, it seems that goes out the door when they move on to some schools. The primary schools seem more interested in their own procedures rather than really developing relationships with us. They also tend to focus heavily on academic performance, even at this age. I know a few of the schools actually use their own kind of readiness tests when a child and parent go for an interview. Our parent feedback suggests that they don't focus on the children's interests and strengths or what they are interested in learning about. The shame is this would be such a good starting point for the Prep teachers!

*Kindergarten teacher, Ellendale Waters, long daycare centre*

Use the Transition action plan on the next page to examine the barriers to successful transitions identified in this scenario, and to provide strategies that may help to overcome the challenges faced by the kindergarten centre. Refer to the resource *Reflection: Promoting continuity in learning* (see the Module 5 Extend tab) for additional questions to assist you.

Collaborate with your centre team as you explore possibilities. Are there elements of this scenario that you identify with from personal experience and, if so, how have you worked to overcome them?

## Action plan

| Identified existing practices  | Strengths and barriers   | Potential solutions  | Key resources                      | Timeline — key dates                                      |
|--|--|--|------------------------------------|---|
| Using a team approach to support continuity between home and kindergarten. | <p><b>Strengths:</b> Collaborative, shared perspectives.</p> <p><b>Barriers:</b> The team approach doesn't continue in relationships with local schools.</p> | <p><b>Step 1:</b> Establish a list of contacts at the local schools.</p> <p><b>Step 2:</b> Invite school personnel to an informal meeting at the centre (or a suitable venue) and establish the reason for the meeting.</p> <p><b>Step 3:</b> Provide everyone with an opportunity to share a coffee and ideas about what they would like to see happen in the interests of promoting continuity.</p> <p><b>Step 4:</b> Establish a working-party group.</p> | Director and kindergarten teachers | Ongoing — begin by establishing a series of meeting dates |
|  | <p><b>Strengths:</b></p> <p><b>Barriers:</b></p>   |  |                                    |   |