

Partners in transition statements:

A director's perspective

Transcript of video (part 2 of 5)

This video is available from <http://www.qcaa.qld.edu.au/26402.html>

Before viewing the video, please download *Partners in transition statements: Scenarios for discussion*, from the same web page, to record your ideas.

Cheryl Ware:
Kindergarten director

In our centre, the management values the transition statement. They value the kindergarten program. They know how important it is for children and how important it is for parents to know and understand what their children are doing when they're in the centre.

Advice for kindergarten teachers

Cheryl Ware:
Kindergarten director

As a director, my advice to the kindergarten teachers, when writing a transition statement, is to start early. But in starting early, from the very beginning of the year, they need to look at their documentation in all of the learning and development areas to make sure that they've covered them all, so that when they go to write the transition statement, they should have enough observations in the areas of identity, enough in the areas of connectedness, so that they can write the statement more easily.

As a director, when I'm promoting the transition statements to parents, I talk about how it's a holistic view. It [the transition statement] comes from the child; it comes from the parent; it comes from the teacher. So everybody has their own view of the child. So [for example], the child might think *I'm really interested in this*. The parents might think, *well my child ... I feel my child's strength lies in this area, but they probably may be a little bit ... may have a little bit of difficulty here* [in this area]. The teacher also sees the child from a different point of view. So when you're educating that child, you look at [them] from a holistic point of view.

It's very important for directors to promote to parents that the transition statement is not a report. It is a snapshot of that child in time.

Advice for other directors

Cheryl Ware:
Kindergarten director

The advice I'd give other directors would be to have a very sound knowledge of the kindergarten guideline learning development areas, so that you can give as much support as possible to your teachers. Remembering, for the teachers, it is a very new experience. They're working within a very new framework, and if you're a director, in order to help them you need to understand it [the framework] yourself if you possibly can.

My advice is also to be a sounding board and support [teachers] where you can, even down to writing transition statements. If they can run it by you: "What do you think about this? Does this — Is this

couched in the right language?” Also to the fact that even if they've written the transition statements, for you to read over them and say “Well, perhaps you could have said this in a different way,” or “Perhaps this might be a better way to put that”. So that they know that they're coming to you, you're not going to knock what they're writing, but you're there to help, to support, to make it a very — a more positive experience for them.