

Partners in transition statements:

Parents and Prep teacher perspectives

Transcript of video (part 5 of 5)

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

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Sharing transition statements

Cathy Manteufel:

Prep teacher

At the beginning of each year we have a one-on-one interview with each family to get to know the family and the child. That would be a great time to bring up the transition statements and see if they have one that they could share with us.

We understand that the transition statement is a document that is given to the parents by the kindergarten and therefore it's a private document, but it is a really useful document for us. It tells us about the child and it helps us to settle them into school, so that they can feel safe and happy in our school environment.

[Start-of-school interview with parent and child.]

Prep teacher:

Hi Jo, thanks for coming in...

Jo Genders:

Parent

Thank you.

Prep teacher:

So tell me about Charlie at Kindy.

Parent:

Well, Charlie really loved kindy and when he left they gave us his transition statement that's got loads of information about Charlie in it.

Prep teacher:

Great, what does it tell us about Charlie?

Parent:

I think the biggest thing it tells us is that he really loved to learn. He loved to go to kindy. He liked his friends, he liked the activities and he really liked his teachers.

Prep teacher:

So what does it tell us about Charlie? What sort of things did he like to learn?

Parent:

It says that he really liked to do anything to do with reading and words and rhyming and those sorts of things; that he had a real interest in the world map and pointing out things like that. That he loved sport, and that he loved Lego.

Transitioning into Prep

[Voice-over as Charlie and teacher play with Lego.]

Prep teacher: I used the information provided in the transition statement to get to know the child, to see what they like and what they can do. On the first day of school it's very noisy; there are lots of children and parents around. And so if I can put out activities that that child is interested in, it helps to capture their attention, and takes their mind off the fact that there's a lot of noise and a lot of strangers and that it's a new place for them.

Using transition statements

Prep teacher: Transition statements help me with my early planning in that they tell me what the children have done, and I can build upon what they've done in their kindergarten settings. For example, if a child has done life cycles in kindergarten we can build upon that with an extra unit of science in Prep.

[Charlie and teacher are looking at a book together.]

Prep teacher: You can help me read this one. On Monday he ate through?

Charlie One apple.

Prep child:

Prep teacher: But he was still hungry. On Tuesday, he ate through?

Prep child: Two pears.

Prep teacher: But he was still hungry. On Wednesday he ate through?

Prep child: Three plums.

Prep teacher: Three plums but he was still hungry.

[Cut to teacher talking direct to camera.]

Prep teacher: The value of passing on a transition statement to a prep teacher is that it tells us a little something about that child, a little snapshot of their time in kindergarten. They've been with that kindergarten teacher for a year and they have valuable insights that they can share with us. They can tell us what the child knows, what they can do and what difficulties they may have.

[Back to start-of-school interview with parent and child.]

Prep teacher: Did Charlie make friends easily?

Parent: He did actually, at Kindy, and the transition statement says that he was really keen to make friends with familiar and new children and helping other students get involved in the day.

Prep teacher: That's great.

Parent: So will that be useful for you?

Prep teacher: That will be very useful, thank you.

Parent: Okay, I'll leave that one with you.

Prep teacher: Thanks very much.

Parent: You're welcome.