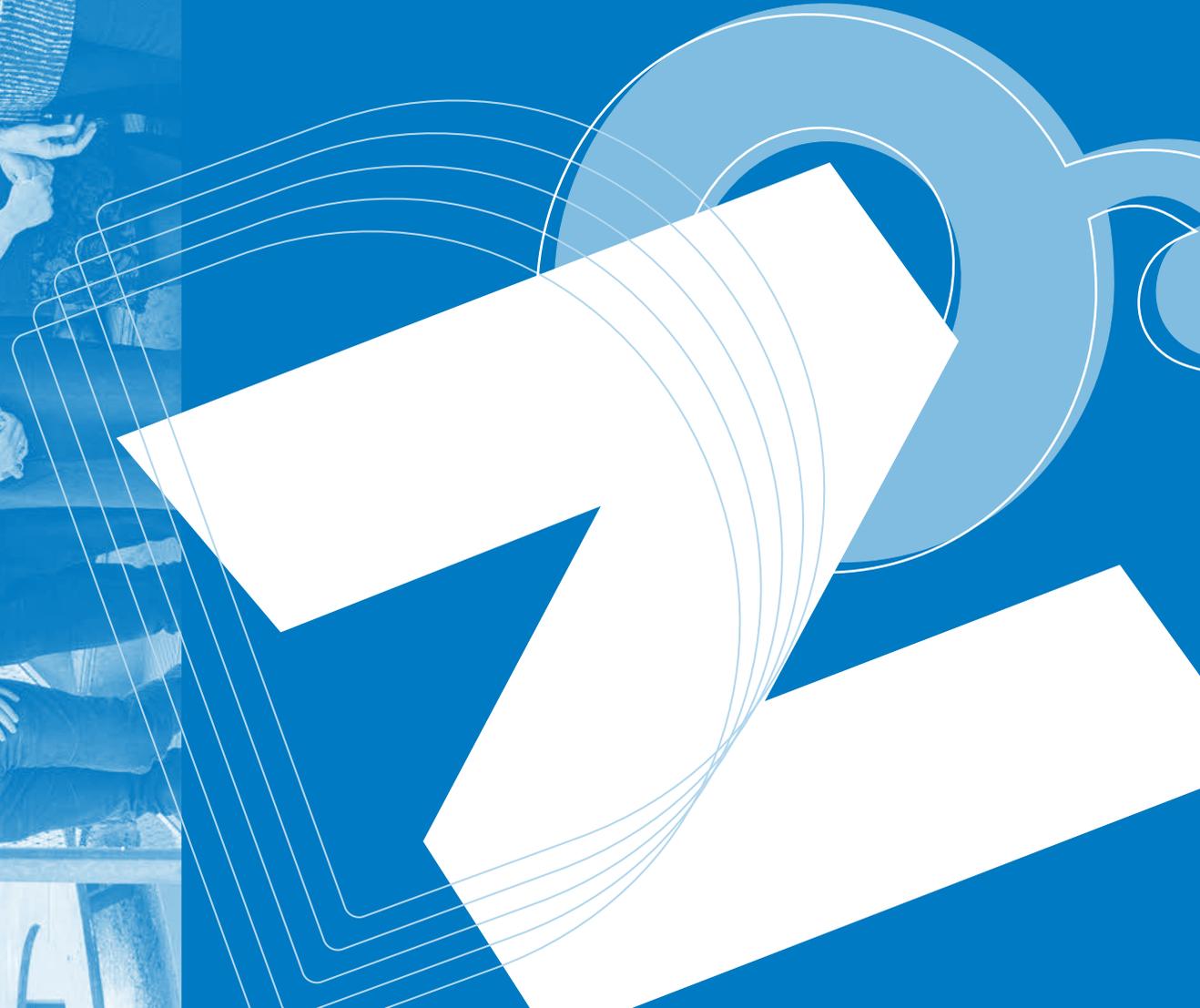




Guidance Networking Dialogue

Strategies for the transition from
daycare centre to school



The project "Guidance - Networking - Dialogue: Strategies for the transition from daycare to school" has dealt with current challenges in this important developmental step. The partners in the three participating metropolitan regions of Berlin, Vienna and Copenhagen investigated tested and new approaches for networking during this first transition in a child's educational biography.

Exchange of experience on preconditions for success and obstacles in the way of developing a connected transition phase led to the identification of four topics focused on during the project: the child, cooperation, educational documentation and participation.

We have also prepared good practice from Berlin, Vienna and Copenhagen, which can either be integrated into the respective educational system contexts or adapted to existing concepts for early childhood education and the school entry phase.

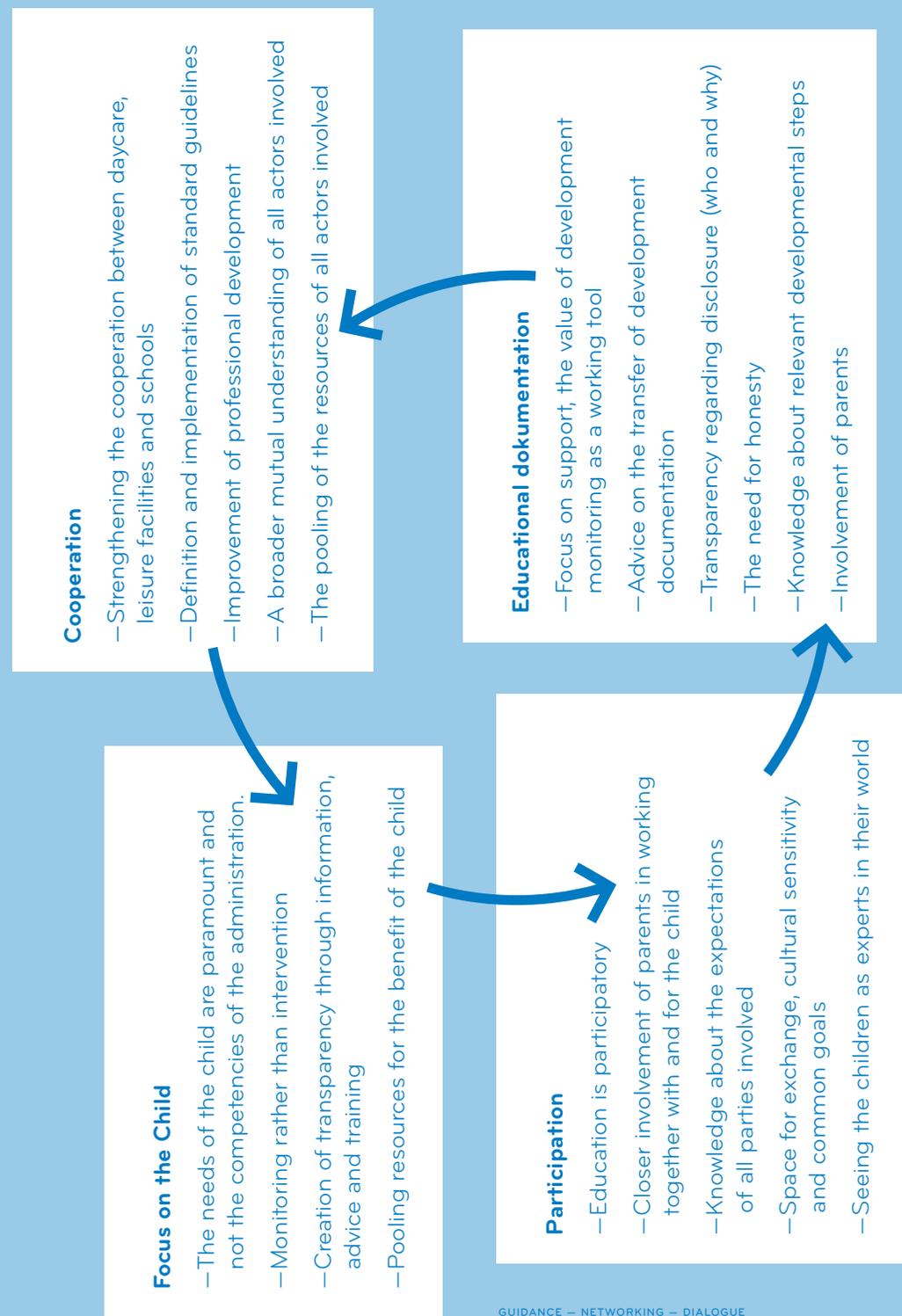
This booklet is also available for download as a pdf from the project website www.daycare-school.eu. You will also find practical examples from the three regions Berlin, Vienna and Copenhagen.

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Focus on the child

What it means to us

Focus on the child: The aim of all actions during the transition from daycare to school should be about adapting the social context and environment to the needs of the child and not vice versa.

It is the child that makes the transition from daycare to school and enters a new phase of life with new demands. The commitment of the adults (administrative bodies, parents, teachers) can only succeed in supporting this process if they are oriented towards the child's specific competencies and challenges.

Why it is important to us

In order that the child is able to cope with this transition according to their requirements and opportunities and rights to education are preserved, the transition from daycare to school should focus on the child and its needs.

Essentials

- The needs of the child are paramount and not the competencies of the administration.
- Monitoring rather than intervention
- Creation of transparency through information, advice and training
- Pooling resources for the benefit of the child

Next steps / challenges

- Stronger networking and cooperation of all actors
- Greater involvement of families
- Development of a common understanding of values
- Cooperation according to binding processes
- Free transfer of information within the legal requirements

Cooperation

What it means to us

The cooperation of all parties involved is a fundamental prerequisite for creating an equal starting situation for all children at the beginning of school. Cooperation and networking takes place at different levels and should involve all relevant actors: parents, teachers, social workers and the support systems such as the youth welfare office, school authorities, health services etc.

Why it is important to us

The willingness and ability of children to cope successfully with the transition depends very much on the communication and participation skills of all parties involved.

Essentials

- Strengthening the cooperation between daycare, leisure facilities and schools
- Definition and implementation of standard guidelines
- Improvement of professional development
- A broader mutual understanding of all actors involved
- The pooling of the resources of all actors involved

Next steps / challenges

- Developing a common understanding of values, clear strategies and appropriate instruments which parents have confidence in and where the focus is on the child.
- Responsible and structurally anchored teachers with abilities/competencies/qualifications for transition management and the ability to collaborate are required.

Educational documentation

What it means to us

The regular observation and documentation of children's educational and developmental processes, activities and interests as well as talents and risk factors are central to pedagogical practice and the basis of educational work focused on the child.

Why it is important to us

All educational work is based on observational interaction with the child. Observation and documentation enable professionals to identify the developmental stage and educational needs of the child, reflect on these in a team and develop pedagogical objectives. The documentation enables all people involved in the transition to provide relevant knowledge about the child and its developmental process to create the best possible conditions for the transition.

Essentials

- Focus on support, the value of development monitoring as a working tool
- Advice on the transfer of development documentation
- Transparency regarding disclosure (who and why)
- The need for honesty
- Knowledge about relevant developmental steps
- Involvement of parents

Next steps / challenges

- Trust and common understanding of all participants
- Multi-professional view of the child
- Free transfer of information within the legal framework and with the consent of parents

Participation

What it means to us

Participation includes all activities that people undertake voluntarily with the intent to influence decisions at the various levels of social life. In this context, we also understand the educational system to be participatory.

Why it is important to us

Participation is a prerequisite for successful cooperation.

Educational processes are in many respects self-education processes dependent on participatory involvement. Educational processes are more successful when children and parents participate in educational decisions.

Essentials

- Education is participatory
- Closer involvement of parents in working together with and for the child
- Knowledge about the expectations of all parties involved
- Space for exchange, cultural sensitivity and common goals
- Seeing the children as experts in their world

Next steps / challenges

- Creating understanding for the educational processes (with the parents and the child)
- Providing space for the opinions of the parents and children
- Cultural sensitivity
- Next steps / challenges
- Creating understanding for the educational processes (with the parents and the child)
- give space to the view of parents and children
- cultural sensibility